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ABSTRACT

The Iowa Career Exploration Institute was designed to plan for implementation of career education at the junior high or middle school level. Fourteen planning teams were selected from different size schools and geographical areas of Iowa. The teams consisted of administrators, counselors, and classroom teachers. The first three days of meetings were designed for participants to learn firsthand regarding the "best" career education projects from Iowa and the nation. Several later meetings involved a sharing of ideas and reports from each team. In addition, a helping session was given by the Iowa Department of Public Instruction staff in relation to preparing proposals. At the final meeting of the institute each team submitted plans for implementing career education in its schools. (The fourteen approaches are included in this document.) All participants were asked to rate the strengths and weaknesses of the Institute. Most of the participants listed the sharing of experiences, the educational displays, and the first three days of the Institute as being the most important aspects of the Institute. There was a strong belief that a follow-up conference in the early fall and some additional sharing of ideas should take place. (Narratives of various presentations made during the general meetings are also included in this document.) (BM)

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IOWA CAREER EXPLORATION INSTITUTE

Prepared For

The State Department of Public Instruction

Contract #2262

Developed by

Dr. L.D. Timmerman, Professor

Drake University

Des Moines, Iowa 50311

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

The Iowa Career Exploration Institute aimed at planning for implementation of career education at the Junior High or Middle School area. Fourteen teams were selected from different size schools and geographical areas of Iowa. The teams consisted of representatives from administration, guidance, classroom teachers, all from many backgrounds with each participant having enthusiasm for the career education concept. By sharing ideas, problems and insights, fourteen unique approaches to help junior-high-school students engage in "career exploration" following their interests and aptitudes have been captured in this document. I want to thank each person involved with the Institute for the unique and meaningful contributions she or he made.

The State Department of Public Instruction is to be commended for their efforts to make the project a grand success. Jim Forsythe, Dr. Howard Hammond, Dr. Ray Morley, Jo Kiley, Harold Berryhill, Merrill Halter, Jim Athen, W.O. Schuermann and Dr. Don Cox all made significant contributions from the Department of Public Instruction.

Dean Al Schwartz, Dr. Marvin Fellers, Dr. Ray Pugh, Dr. Charles Greenwood of the Drake University College of Education were involved and supportive of the Institute. Dave Phipps of Drake supplied us with photographs for new releases. Mary Anne Nichols and Paula Timmerman conscientiously and effectively handled vast amounts of work toward the articulation of the project. In addition, the staff at Springbrook State Park and Eddie Websters Restaurant is to be commended for their efficient and professional service.

Presenters were in attendance from throughout Iowa and the United States. They were very impressive, and the information they shared with Institute parti-

cipants reflects the obvious quality of their professional background and leadership. Commercial displays added great insight to broaden and deepen the perspectives of career education.

Finally, appreciation is expressed to the participants from the local education agencies and Area Education Agencies for their outstanding contributions in ideas and intellectual stimulus. They have awakened many ideas which have profoundly influenced my outlook. The fourteen teams will put their wisdom to test as they have selected their students as the judges of their work. The teams are concerned with the goal of education as preparation for work as one among several basic and worthy goals of American education. The plans set forth in the following pages reflect the participants' many hours devoted to improving career education so that it can meet the needs of the community, school and students.

Lonnie D. Timmerman, Ph.D.
Director,
Iowa Career Exploration Institute

NARRATIVE

This narrative reflects the activities of the Iowa Career Exploration Institute. The action taken by the teams in the Institute are encompassed in a paper entitled "Iowa Career Exploration Institute."

The narrative must be viewed in relationship to an effort in which the State Department of Public Instruction and Drake University made possible learning and planning experiences for fourteen teams from throughout Iowa for implementing career education at the Middle School-Junior High School level.

The first three days of the Institute were held at Springbrook State Park at Guthrie Center from October 26-28, 1976. The meetings were designed for participants to learn firsthand regarding the "best" projects from Iowa and the nation (see appendix for schedule of events).

The outline for planning was discussed at length on the 28th of October and the teams were given the task to be prepared to report their progress on the plan. The teams were composed of representatives from Area Education Agencies and local education agencies, and from the areas of administration, guidance and teaching.

On December 7th, March 22nd and April 26th the teams met at Eddie Webster's Restaurant in West Des Moines. The December 7th meeting involved a sharing of ideas and reports from each team, a presentation of a project from San Jose, California, and a helping session by the Department of Public Instruction staff in relation to preparing proposals. The teams were to decide upon their estimation of needs for the March 22nd meeting and report this in written form to the Institute director.

Participating teams were most interested in looking at commercial materials, and subsequently exhibitors from the Third National Forum on Education and Work were invited to attend the March 22nd meeting. Displays were viewed from 8:30 to

11:30 A. M. and teams were given the opportunity to discuss with representatives their particular needs. The afternoon reports on progress by the teams were reflective of well-conceived ideas and lots of hours of committed time. A tremendous amount of sharing took place and the teams were praised for their efforts and urged to complete their final plan for the final meeting and graduation ceremony on April 26th.

The final meeting of the Institute revealed fourteen different approaches to be utilized in the 1977-78 school year. These reports are included in this document. The participants had worked very hard in preparing their plans and far exceeded even the optimistic hopes of the Drake-DPI team that conceived the plan for the Iowa Career Exploration Institute.

Dr. Raymond Pugh gave an extremely outstanding and motivating graduation address in the afternoon. The participants were asked to reply as to the strengths and weaknesses of the Institute and future plans.

Of the respondents, 90% graded the Institute as "excellent" with 10% judging the experience "good" and none selecting "mediocre" or "poor" (see appendix for examples).

Most of the participants listed the sharing of experiences, the educational displays and the three days in October as the most important aspects of the Institute.

There was a strong belief that a follow-up conference in the early fall and some additional sharing of ideas should take place.

It is hoped that the readers of this document will find much more here that will help them to think more deeply about career education. I hope that Mr. J. P. Ranck Superintendent of Prescott Community Schools, may have many more people joining him in his comment . . ."the expcsure to the many varied programs in operation across the country really made a believer of me as far as career education is concerned."

IOWA CAREER EXPLORATION INSTITUTION
ROSTER

Ackley-Geneva

Warren Kurth
Richard Lerian
Gordon Fett

Akron

Ron Houske
John Bouwman
Jim Henrich

Anita

Don Brichacek
Omer Troyer
Jim Kuberski
Rick Michaleson

Bettendorf

Victor Ross
Don Johnson
Richard Elliott
William Holle

Carlisle

Tom Sheldahl
D. Keens
Dee Walker
Mary Johnson

Charles City

Dorothy Coacher
Garry Jensen
Jim Herbert
Vickie Abbott

Estherville

Glen Lohman
Phil Johnson
Al Lindberg

Lake Mills

Don Borey
Paul Dahle
Keith Minkel
Steve Iverson

Linn-Mar

Larry Blum
Jim Dettbarn
Harold Hullemann
John Moeller
Bob Wennekamp
Kathy Young

New Hartford

Michael Hupfer
James Thornton
Mr. Reagen
Mr. Betts

North Fayette

Noel Koranda
Blake Brown
Jim Dierks
Rich Holm

Northwood-Kensett

Howard Vorland
Phyllis Erickson

Panora-Linden

Anthony Wilcoxson
Mark Owen
Hal Rossow
MaryJane Carson

Prescott

Gary Williams
J.P. Ranck
Larry Johnson

Waterloo West Jr.High

Fern Hammelman
Sue Shroeder
Bill Myer
Dave Nichols

Presentors and Staff

Betty Neuwirth
Clayton Gregerson
Mrs. Merle Harris
Rachel Welborn
Stanley Leavitt
Tom DeSpain
Ray Morley
Harold Berryhill
Lonnie Timmerman
Jack Lindeman
Don Cox

Karen Rosenboom
Jean Courtney
Jim Buddenhaggon
Jim Forsythe
Warren Kyer
Paul Poehlin
Merrill Halter
Jo Kiley
Howard Hammond
Alfred Schwartz
William Bailey

INTRODUCTION

Dr. Don Cox-Associate Superintendent
Department of Public Instruction

Career Education is one of the newer things in education. But it is not a fad, it's not a revolution, it's not for any one particular group, and it's not an attempt to replace the existing educational system with a whole new one. Career Education is a flexible concept--an evolving idea--an innovative means of reforming the existing system so that it effectively responds to the needs and demands of today's modern, complex, and ever-changing world.

Career Education should be a plan to have the curriculum from kindergarten through twelfth grade organized in a way that would be truly meaningful for every student. The first level, kindergarten through grade six, is the awareness stage with a heavy emphasis on career orientation. This can be accomplished by relating curriculum subjects to the world of work and by having parents from various occupational areas come to talk with children. In the seventh and eighth grade levels, there is a broad exploration of the occupational clusters. This can be accomplished with "hands on" experiences, guest speakers in the classroom and selected field trips. The third level could be identified as the ninth and tenth grade, featuring in-depth exploration of those specific occupational clusters which interest the individual student. This can be accomplished by more intense involvement with actual application of course work to work concepts, specialized field trips, and a continual "hands on" experiences. In the upper senior high the eleventh and twelfth grade levels devoted themselves to career preparation, which can be accomplished by simulated classroom activities and/or cooperative work programs. Under any Career Education concept, all students will be provided with four alternatives upon graduation from high school; enter into the job market with a reimbursable

skill, enrollment in a trade school, enrollment in a junior college or a community college for the purpose of obtaining a technical degree, enrollment in a four year college or university for the purpose of obtaining a professional degree.

Career Education is not just another name for vocational or technical education. Whereas vocational education is a program with very specific aims, Career Education is a concept with some very broad, long-range goals. Career Education does not involve specific training for specific occupations. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, the terms are in no way synonymous. Career Education is for all students and encompasses all occupational areas of interest.

Career Education is not anti-college or pro-trade skills. One of the aims of the Career Education program is to achieve 100 per cent placement of the high school graduate--that is, placement in one of the four categories that I just previously mentioned.

Career Education is just not another course to be stuffed into the existing curriculum. The concept of Career Education needs to be incorporated into the curriculum--the courses--which already exist. The idea is to relate the basic subject matter to the real world in which we live so that the three R's become meaningful and relevant to every student. There is no such thing as a Career Education course or a Career Education textbook. The objective is to fuse the Career Education concept into the existing curriculum so that it becomes a major body of activity.

Career Education does not lock-in a student at an early age to any particular career or occupational group. Career Education allows and encourages students at all grade levels to explore whatever occupational area he is interested in. He

is not bound by any tentative selection and is free to explore as many occupations as he desires. Career Education allows the individual to see and try alternatives to the decisions of life.

In the upper elementary grades and at the junior high school level, career orientation exploration become a major activity. A primary means of accomplishing that is by taking career oriented field trips to on-site locations. Again, this is not a new concept but one that needs to be expanded and organized. And, of course, community support and involvement is absolutely essential for a full, well-rounded schedule of on-site visits.

Career Education seeks to take the classroom into the community--and the community into the classroom. Improved education concerns affect us all. A more noble pursuit cannot be found. Everyone who lives in our society has a vested, personal stake in the quality of education, and that quality cannot and will not improve without community support on a grand scale.

I would like to impress upon you that no one is trying to impose a particular career or lifestyle on our youngsters--and no one is saying our children must select an occupation when they are ten years old, or even fifteen years old.

Career Education seeks to give every student ample opportunity to explore as many different occupational areas as he is interested in. The idea is to increase every student's options--enlarge his alternatives--and give him the means to make a valid career decision whenever he is ready, whether that be in the eighth grade, the tenth grade, the twelfth grade, or at college.

In my own personal way of thinking, I have three mind sets in Career Education that I like to express; these are:

1) Learning to live: This means developing a self-awareness of one's capabilities and developing the ability to deal with leisure time and society in general.

2) Learning to learn: This involves motivating students so that they want to learn the basic educational subjects. This can be done by making the subject meaningful and by relating them to the real world of work.

3) Learning to make a living: This means preparing students so that they have the capability to support themselves economically and to become productive members of the community.

Now to speak specifically about exploration. Each individual will acquire a knowledge of the skills necessary to function at a variety of career choices.

If this is to become a reality for the individual, then each person will have the opportunity to become acquainted with the skills necessary to be successful in a variety of occupations. Have continued exposure to the expectations of prospective employers. Have opportunity to view himself as a worker in various occupations. Participate in on-site visits, view work activities in progress and communicate with workers in various occupations. Identify particular attitudes and abilities necessary to achieve success in various career clusters. And become acquainted with the tools of the trade in chosen career clusters. We as educators are aware of the fact that during the years from seventh through ninth grade, the individual undergoes great changes physically, intellectually, and socially. This individual must come to accept himself as an entirely different person outwardly, and to some extent, inwardly. At this stage in life he develops to operate on hypothetical propositions, he has learned to think logically and abstractly.

One of the dominating tasks of the adolescent years is the achieving of a sense of personal identity. Self-concepts begin to form prior to adolescence, become clearer in adolescence and are translated into occupational terms in adolescence. The individual is in an exploratory stage of vocational development, and explores self-attributes and dimensions of the world of work. He must re-interpret the

self-concept he developed earlier in terms of his new life. At the junior high level, usually for the first time, the student has a choice of some of his curricula. He combines his sense of agency with the discipline of work to assume responsibility, not just verbally, but in actual course selection. This task is highly interrelated with acquiring a sense of independence: if he allows others to choose his course work he remains dependent in at least this respect. These are tentative choices and great care must be taken to avoid pressuring a student into looking into a particular career at this point. This task is designed to partially narrow the range of the student's occupational interest, but is primarily aimed at making him familiar with the factors and processes involved in choosing careers. These hypotheses should be consonant with his own values, needs and abilities as identified in the clarification of his self-concept, yet they must remain open to unidentified and/or undeveloped interests and abilities.

At the exploration level the student extends his focus from workers and their work to some of the more complex attributes of occupations. He should examine the work a man does, not just to be able to describe the overt nature of the work, but to determine the suttle factors involved in work satisfaction and rewards. More and more he should look for what he personally would find necessary, important, and valuable in work. Again, great care should be taken to avoid overrapid specialization on the part of the student. In the normal course of development he still has a great deal of social and physical changing to do which could very well affect his interests and abilities.

Since the student will continually be making decisions, it is necessary to help him develop effective decision-making skills. Career development takes place within the framework of a changing society and rapidly changing occupations. Vocational decision-making is an ongoing process of making choices, obtaining new information

and experience, revising previous choices in making new choices. The student usually has his first opportunity to make decisions which will directly affect his career at the junior high level, so it is essential that he becomes aware of the process involved.

At the junior high stage the adolescence psyche and physical energy is primarily directed toward establishing independence. As the student's range of activities increases, his dependence on the home is weakened. This task is directly tied in with the preceding one. Having learned what he can do, the student must decide what he will do. He is learning to be independent of adult control and guidance. If he is successful in making his own decisions, his self-concept is strengthened and he is aided in establishing a separate identity. It is at this time the student determines to a large extent, but not totally, the course of his future. He must define the level of his educational aspirations and arrange his training accordingly. Many students enter the world of work for the first time. It is at this point that the student needs to check his perceptions of his abilities, aptitudes and other personal resources against external reality so that he can effectively determine the career options available to him and act accordingly.

Finally then, Career Education is a new unifying direction; it is a means of tying all of the loose strands of education together; it is an attempt to mesh and meld the ongoing educational programs into a theme--careers. Career Education hopes to provide a unifying direction to education. There will still be general education, academic education, vocational education, college preparation, and all the other programs--but all become a part of the broad concept of Career Education.

CAREER EXPLORATION INSTITUTE TEAM: ACKLEY-GENEVA

BOX 188
GENEVA, IOWA 50633

CONTACT PERSON: RICHARD LEIRAN

SCHOOL DISTRICT TOTAL POPULATION RANGE: 2,500 - 9,999

5A - Basic Strategy

It is our goal to have as many classroom teachers incooperating career education into their classroom work as possible.

F. K-8

G. All students in grades K-8 in our attendance centers - we doh't have a dropout problem at these levels.

H. We have had 3 inservice days for the entire faculty K-12 and several attendance meetings. The teachers have been encouraged to develop their own materials and use the area resource centers. We have no immediate plans to substitute outside financial support.

I. Have done no specific work in this area, but do have some funds available.

J.

K. Have acquired some materials from but have not organized these into a centrally located easily accessible place.

L.

6A. Two

B. Part time

C. Middle School Science and Middle School Principal

D. Both members help individual teachers and conduct In-Service Training Sessions with elementary and high school faculties.

E. Work with K-12 Levels (3 buildings).

F. In put from resources is only from school staff. Help available from community.

G. Richard Leiran

H. To attend meetings, desseminate information, assist individual teachers to implement programs.

7. A. All teachers must implement programs in this subject area plus one special career awareness class in 7th grade.

6. All Jr. High staff involved.

8. We have had training sessions from universities, State Department and from trained school personnel.
All teachers are receiving the same work sessions and everyone is attempting to implement programs.
We have purchased video tape recorders, CISI materials, Eye gate filmstrips and recordings.

9. We have a standard questionnaire from all people in the district of speakers and places to visit. Building principals arrange resource usage.

10. All curriculum guides are teacher made and used in their class at all grade levels. Career Education is incorporated into General Curriculum Guides. These materials are not in print and commercial products are not listed.

11. A. Has been done?
    B. No plan
    C. Fall '77
    D. " '77
    E. Has been worked on
    F. Have done some
    G. Winter '77
    H. Spring '78
    I. Spring '78
    J. Some has been done - Fall '77
    K. Have done this
    L. Fall '77
    M. Has been worked on
    N. Fall '77 - continuing task
    O. As reviewed
    P. Fall '77
    Q. Year 77-78
    R. Continuing process
    S. Fall '77
    T. During 77-78 year
    U. " " "
    V. " " "
    W. " " "

12. A. Our entire evaluation will be subjective. Records will be kept and evaluation of career areas entered by students upon graduation and jobs held during school years. Employers will be contacted to evaluate quality of employees and areas of deficiencies.

    We have a Learning Disabilities Room with 15 students and are using Career Math and Career Reading materials.

CAREER EXPLORATION INSTITUTE TEAM: AKRON

AKRON, IOWA 51001

CONTACT PERSON: RONALD E. HOUSKE

SCHOOL DISTRICT TOTAL POPULATION RANGE: LESS THAN 2,500

5. Write about the approach to be used by the career education project. You should include information such as:

   a. Basic strategy (example: project staff teaches in classrooms, teachers are trained to adapt and use curriculum materials, or, career education is taught only in guidance centers.)
   b. Project Goals (example: to have all junior high school pre-vocational teachers trained in and teaching career education.)
   c. First step in pursuing goals. (What's the problem?)
   d. Relationship between career education and vocational education
   e. Methods used in career education (example: in classrooms through hands-on experiences, outside school through job experiences, etc.)
   f. Target grade levels
   g. Target student populations (example: the handicapped, the gifted, vocational education students, potential dropouts)
   h. Identify component parts of career education (supervision, in-services, resource materials, equipment and aids, community involvement, etc.), and relate the kind of local, state or federal financial support required.
   i. Develop a budget plan which specifies and summarizes the cost of career education in the local budget
   j. Review/discuss race and sex stereotyping of careers in instructional materials. Recommend ways to alleviate this concern. Develop guidelines for eliminating sex and race stereotyping in career education materials — Title IX
   k. Request from the State Department of Public Instruction copies of brochures, pamphlets, publications and the like, which may be utilized as career information resources by school personnel or students. Organize materials into a resource file for career education
   l. Develop objectives in the affective domain that help students develop positive work values, the ability to work with others and the like

6. Write a description of the project staff. Include such information as:

   a. Number of staff
   b. Full-time or part-time on the project
   c. Positions or titles
   d. Main activities (examples: the middle school coordinator spends 80% of his time working in the classroom with teachers and 20% conducting group training for teachers, librarians, and guidance counselors.)

e. Proportion of schools in the district served by the project (example: project staff work with all three of the junior high schools in the north area of the district).

f. Input from business, labor, industry, education and government (organize productive adviscry groups for planning and implementing the exploration programs in career education personnel development, i.e., councils or committees or the like which are comprised of members representing educators, students, parents, labor leaders, workers in professions and community organizations, business, and/or industry personnel.)

g. Designate an individual to coordinate career education efforts and activities throughout the system. This person may be a principal, classroom teacher, guidance counselor or a person from central office staff.

h. Identify responsibilities of the coordinator of career education

7. Describe the school staff which will be actively involved in career education. Include such information as:

   a. Who carries out career education instruction (example: classroom teachers, project staff working in classrooms, or, guidance counselors working in special centers.)
   b. Number actually participating (example: all the junior high staff, and how they will be involved.)

8. Write about training in the district. Include such information as:

   a. Where training will take place (example: in schools, at universities.)
   b. Who should conduct training (strategies for meeting needs)
   c. who should receive training (education and involve the total community through communication models, and media about career education activites)
   d. Portion in district who should receive training
   e. Primary purpose (example: to train teachers to adapt and/or develop curriculum materials, or, to orient teachers to career guidance techniques.)
   f. Kind of training materials to be used

9. Write about the use of community resources in your project. Include such information as:

   a. Efforts made to explore resources
   b. Most useful resources in the district
   c. Who should arrange for use of resources
   d. Frequency of use desired

10. Describe the curriculum guides and student materials that will be used in the district. Include such information as:

    a. What percent are locally developed and by whom
    b. Are materials intended for use by teachers or by students
    c. At what grade levels
    d. Are these materials in print, audio-visual form, or other
    e. Commercial products

11. Prepare a timetable for integrating the career development concept into the school curriculum have planning not implementation done by end of year.

Things To Do	By This Date
a. Review literature on career education.....	_____
b. Visit school systems implementing the career development concept in their curricula.....	_____
c. Appoint a task force to develop a tentative definition of career education for the school.....	_____
d. Develop a tentative definition of career education for school.....	_____
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	_____
f. Initiate faculty in-service programs on career education.....	_____
g. Develop final definition of career education.....	_____
h. Revise tentative model to include revisions in the final definition.....	_____
i. Make definition and model available to parents, students and community representatives for their critique.....	_____
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	_____

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	_____
l. Establish curriculum level career development objectives for each phase of career development.....	_____
m. Coordinate objectives between instructional levels (articulation).....	_____
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	_____
o. Revise objectives to include reactions of reviewers.....	_____
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	_____
q. Assign objectives to subject matter areas.....	_____
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	_____
s. Write instructional objectives for each career development curriculum objective.....	_____
t. Develop classroom learning activities for each instructional objective.....	_____
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	_____
v. Test and revise learning activities.....	_____
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	_____

12. Explain how you expect to evaluate your program. Include such information as:

a. Identification of objectives to be attained over a prescribed period of time
b. Criteria to be used in making the evaluation
c. Measurement descriptions that provide a qualitative and/or quantitative determination of how will the criterion have been met
d. Standards to determine whether the objectives to be attained are realistic and sound
e. Include as many subject-matter related or co-curricular activity as possible with special emphasis to:
    1. Gifted and talented
    2. Mentally retarded
    3. Physically handicapped
    4. Emotionally disturbed
    5. Culturally deprived

AKRON COMMUNITY SCHOOLS

Outline for Planning

Career Education

April 26, 1977

Team Members:

Ronald Houske
John Bouwman
Jim Henrich

Akron Community School--

5. Approach to Career Education:

a. Career Education will be intergrated into the present school curriculum. This being the present K-12 curriculum. Teachers will be provided with material on career education. This material being the different types of classroom activities that can be used according to subject matter.

b. To have a K-4 Awarness
5-8 Exploration
9-12 Preparation
] phases to K-12 curriculum

Awarness Phase K-4

Students are informed about various job clusters and are able to look at the various workers in their community. Areas that can also be discussed are the interrelatedness of jobs, the responsibilities and tasks performed, the changes due to technology, and the need for skills as contributors to society.

Exploration Phase 5-8

Students have the opportunity to explore job clusters, and they can look at the many jobs in each cluster. Selection of a cluster of jobs for study is possible by exploring each students' interests and values. Students can also participate in many "hands-on" job experiences.

Preparation Phase 9-12

Students proceed with goal setting and determining interests concerning decision making skills for selection of an appropriate career. Opportunity for specific information concerning careers is avaliable.

Students will...

1. develop an awarness of different careers and occupational clusters.

K-4 2. develop attitudes of respect and appreciation toward workers in all fields.

3. develop work attitudes and values.

4. develop an awarness of the facto. bo be considered in decision making.

5-8 5. develop awarness of the relationship between present learning and future career choices.

6. be familiar with occupational classifications and clusters.

7. be able to select courses in terms of career goals.

9-12 8. apply decision making skills in selecting career goals and executing plans to achieve these goals.

9. be able to describe and differentiate their self-characteristics and be able to relate these to occupationsl areas.

c. Make all teachers aware what career education is and is not.

Career Education is not...

- just a study of careers.
- just a separate class.
- additional work for teachers.

Career Education is...

- a flexible concept that responds to the needs of a changing, complex world.
- a tool to bridge the gap between academics and the world of work.
- a method of making education subject matter revelant to the individual concerning the world of work.
- a development of self-awarness and self-direction.

Involve only those teachers who want to be involved with career education. Try to make teachers feel comfortable with career education.

d. Vocational Education is part of the total Career Education concept. Many goals and objectives of Career Education are being tatught in existing vocational education classes.

e. Besides hands on experiences, other methods to achieve career education will be used. Teacher innovativeness, and commercially prepared material will be used. Such commercial material might include the Popeye comics series, Careers in Focus series,

and the Career Information System in Iowa. (CISI)

f. All student populations will be involved or included in career education. Student populations meaning Learning Disabilities, handicapped, vocational education students.

6.. Short description of Project Staff:

a. 43 certified staff for the current school system (includes 42 full time and 1 part time)

b. elementary, middle school and high school staff. 13 elementary, 9 middle school, 21 high school includes school nurse, librarin, counselor.

7. School Staff actively involved in Career Education:

a. Classroom teachers will conduct career education in the classroom by intergrating career education into the existing curriculum. Also Guidance Counselor will have information avaliable for staff and students on career education.

b. Utilize custodians, cooks, school nurse as possible resource personnell.

8. Training in the District:

a. Training will take place in the school by directly involving the staff through various in-service meetings and workshops on career education.

b. Purpose of the training will be to familarize the staff on how to use Career Education material and the kind of activities they can implement into their particular classroom schedule. Training will also include the career cluster concept.

1. Career Cluster Concept: Rather than training for one specific occupation, efforts in the early years of schooling will focus on teaching and learning about a cluster of occupations such as Health. A student may then prepare for one or more occupations within this cluster prior to leaving school.

c. materials used will be examples of in class activities and using actual commercial material that is avaliable.

9. Community Resources:

a. Efforts made to explore possible resourses are obtaining a list of business avaliable and willing to participate in a career education program. Also field trips to business and industry to get a look at different occupations avaliable. "Hands on" work experiences for students in volved in career education. Also getting business and industry personnell who would be avaliable to speak to students about possible careers and the career that they themselves are involved in.

1. also making up a list of past jobs that the school staff has been involved with. This way a student

can talk to a person who has actually had a type of job that they might be interested in.

10. Curriculum Guides:

a. Career Education material provided to the teachers and teachers will be free to make up material to utilized in the classroom.

b. materials will be used by the teachers and the students.

c. materials such as films, filmstrips, printed material, will be used.

d. Commercial material such as the Popeye comic series, Careers in Focus, the filmstrip series Livelyhoods, CISI, Fasinating World of Work, career crossword puzzles, seek and find Career Guides and other material concerning classroom activities will be used.

11. Timetable:

a. Review literature....May 31, 1977

b. Visit a school system... October 1, 1977

c. Definition of Career Education...May 31, 1977

d. Tenative Definition....Sometime in September

e. tenative model...last of September

f. Faculty In-service.....April 21, 1977

g. Final Definition....last of September

h. revise tenative model.....middle part of October

i. definition and model avaliable to parents...late Oct.

j. Identify resource personnel.....October 1977

k. Self-awarness for faculty.... Fall 1977

l. Career development objectives....already started

m. coordinate objectives...Fall 1977

n. curriculum objectives reviewed..... Fall or Winter 1977

o. Revise objectives....Fall or Winter 1977

p. grade level each objective will wb taught Winter 1977

q. Assign objectives to subject matter... Winter 1977

r. Analyze and revise course descriptions...Early March 1978

s. instructional objectives...Spring 1978

t. class room learning activities...already have started

u. evaluative criteria....late spring 1978

v. Test and Revise....May 1978

w. evaluate the impact of the concept..... Fall 1978.

12. Evaluate the Program:

a. Criteria used in making the evaluation will be in the form of student follow-ups and possibly some type of paper and pencil test.

1. The paper and pencil test will seek to find if the objective is clearly stated by the teacher and goes along with the career education objective. Also does the activities objective go along with the career education objective.

2. The follow-up questionaire will look for long range outcomes as stated by career education objectives.

CAREER EXPLORATION INSTITUTE TEAM: ALBERT CITY - TRUESDALE

ALBERT CITY, IOWA 50510

CONTACT PERSON: JOHN F. LINDEMAN

SCHOOL DISTRICT TOTAL POPULATION RANGE: LESS THAN 2,500

5. Write about the approach to be used by the career education project. You should include information such as:

   a. Basic strategy (example: project staff teaches in classrooms, teachers are trained to adapt and use curriculum materials, or, career education is taught only in guidance centers.)
   b. Project Goals (example: to have all junior high school pre-vocational teachers trained in and teaching career education.)
   c. First step in pursuing goals. (What's the problem?)
   d. Relationship between career education and vocational education
   e. Methods used in career education (example: in classrooms through hands-on experiences, outside school through job experiences, etc.)
   f. Target grade levels
   g. Target student populations (example: the handicapped, the gifted, vocational education students, potential dropouts)
   h. Identify component parts of career education (supervision, in-services, resource materials, equipment and aids, community involvement, etc.), and relate the kind of local, state or federal financial support required.
   i. Develop a budget plan which specifies and summarizes the cost of career education in the local budget
   j. Review/discuss race and sex stereotyping of careers in instructional materials. Recommend ways to alleviate this concern. Develop guidelines for eliminating sex and race stereotyping in career education materials
   k. Request from the State Department of Public Instruction copies of brochures, pamphlets, publications and the like, which may be utilized as career information resources by school personnel or students. Organize materials into a resource file for career education
   l. Develop objectives in the affective domain that help students develop positive work values, the ability to work with others and the like

6. Write a description of the project staff. Include such information as:

   a. Number of staff
   b. Full-time or part-time on the project
   c. Positions or titles
   d. Main activities (examples: the middle school coordinator spends 80% of his time working in the classroom with teachers and 20% conducting group training for teachers, librarians, and guidance counselors.)

e. Proportion of schools in the district served by the project (example: project staff work with all three of the junior high schools in the north area of the district).
f. Input from business, labor, industry, education and government (organize productive advisory groups for planning and implementing the exploration programs in career education personnel development, i.e., councils or committees or the like which are comprised of members representing educators, students, parents, labor leaders, workers in professions and community organizations, business, and/or industry personnel.)
g. Designate an individual to coordinate career education efforts and activities throughout the system. This person may be a principal, classroom teacher, guidance counselor or a person from central office staff.
h. Identify responsibilities of the coordinator of career education

7. Describe the school staff which will be actively involved in career education. Include such information as:

a. Who carries out career education instruction (example: classroom teachers, project staff working in classrooms, or, guidance counselors working in special centers.)
b. Number actually participating (example: all the junior high staff, and how they will be involved.)

X. Write about training in the district. Include such information as:

a. Where training will take place (example: in schools, at universities.)
b. Who should conduct training (strategies for meeting needs)
c. who should receive training (education and involve the total community through communication models, and media about career education activites)
d. Portion in district who should receive training
e. Primary purpose (example: to train teachers to adapt and/or develop curriculum materials, or, to orient teachers to career guidance techniques.)
f. Kind of training materials to be used

9. Write about the use of community resources in your project. Include such information as:

a. Efforts made to explore resources
b. Most useful resources in the district
c. Who should arrange for use of resources
d. Frequency of use desired

10. Describe the curriculum guides and student materials that will be used in the district. Include such information as:

a. What percent are locally developed and by whom - Classroom Teachers
b. Are materials intended for use by teachers or by students
c. At what grade levels
d. Are these materials in print, audio-visual form, or other
e. Commercial products Scholastic - DUSO - SRA - all

11. Prepare a timetable for integrating the career development concept into the school curriculum

Things To Do	By This Date
a. Review literature on career education.....	Sept. 75
b. Visit school systems implementing the career development concept in their curricula.....	Sept. 75
c. Appoint a task force to develop a tentative definition of career education for the school.....	Sept. 75
d. Develop a tentative definition of career education for school.....	Sept. '75
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	Sept 76
f. Initiate faculty in-service programs on career education.....	Sept 75
g. Develop final definition of career education.....	Sept 76
h. Revise tentative model to include revisions in the final definition.....	Sept 77
i. Make definition and model available to parents, students and community representatives for their critique.....	Sept 77
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	On going 1975-1978

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	Elem. Jr.Hi. H 1975-76 7
l. Establish curriculum level career development objectives for each phase of career development.....	Sept 1977
m. Coordinate objectives between instructional levels (articulation).....	Sept 1978
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	Sept 1977
o. Revise objectives to include reactions of reviewers.....	Sept 1978
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	Sept 1977
q. Assign objectives to subject matter areas.....	Jan. 1978
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	Sept 1978
s. Write instructional objectives for each career development curriculum objective.....	Sept. 1978
t. Develop classroom learning activities for each instructional objective.....	May 1979
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	Sept 1977
v. Test and revise learning activities.....	Sept 1978
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	Sept 1978

5. Our present position is in a large part within the framework of the objectives of the Iowa Model. Due to our participation in previous projects and our present involvement in the articulation project our main thrust through this year has been high school implementation on an integrated basis and to develop an articulation of materials and activities through the first eight grades. Our goals have been to get our secondary staff teaching integrated career education and to monitor the activities so that these activities can be articulated into the K-12 plan next year. In the meantime the elementary staff has prepared a matrix which includes commercial materials, field trips, and career education activities that can be identified at a particular grade level and during the summer can be put together so that we can look and say these things are always done at a particular grade level with a particular unit. All in all we want it to become a part of the course of study. We strive for community involvement in teaching, resource centers, planning and over all participation. Funding has not been a factor as almost all of our materials have come from projects and have been teacher developed.

6. Our project staff has four members. They are:

   Mrs. Carol Johannesen - elementary instructor has taught grades 2,3, and 4. She has had seven years of experience in our system. Her preparation is not only in elementary education, but also has completed a double major in art. She has been a contact person for our previous projects and has helped train our teachers. She has had considerable experience in training teachers outside our school and has developed a wealth of materials in Career Education. Her contribution to the project is above her regular job as we have no release time for our project people.

   Mr. Tom Hoover is a junior-senior high English instructor with an English major who has taught in our system four years. He has taken part in a two week workshop for English teachers in the integration of career education into the junior-senior high curriculum. He has also helped to train our junior high teachers.

   Mr. Scott Hardie is a senior high social studies teacher who has been in our system six years. He has also taken a two week workshop in integration of career education materials at the senior high level. He has helped train our high school staff and has been a contact person for our high school to the league of schools we are involved with in Area 5.

   Mr. John Lindeman is the elementary principal serving in the district for 26 years He has served on the original steering committee for the original career education project in 1974. He also has been involved in the training of teachers in our league as well as doing workshops in other areas of the state. He is presently one of the group leaders on the Articulation project presently underway in Area 5.

   The project serves all students in the district who are in one center. We do not have an advisory council for our district, but have always had one in conjunction with the league projects.

   Mr. Lindeman is the Career Education Coordinator for the district and his duties include record keeping, in-service, and attempting to keep motivation at a level that perpetuated good participation on the part of the teaching staff.

12. Explain how you expect to evaluate your program. I... such information as:

a. Identification of objectives to be attained ove... prescribed period of time
b. Criteria to be used in making the evaluation
c. Measurement descriptions that provide a qualita... and/or quantitative determination of how will... criterion have been met
d. Standards to determine whether the objectives t... attained are realistic and sound
e. Include as many subject-matter related or co-c... activity as possible with special emphasis to...
   1. Gifted and talented
   2. Mentally retarded
   3. Physically handicapped
   4. Emotionally disturbed
   5. Culturally deprived

7. Our career education program is a total staff project. All teachers are expected to take part in the planning and all do record keeping and monitoring for the articulation we are preparing. We also have a resource list that all teachers contribute to and constantly update.

8. Any training done at our school is through people serving in a consultant role from our projects' money set aside for consultant services or from practioners we would visit or bring to our school. Training when given is given to all teachers within the scope of the subject and not specific project people. Most of our in service is to give new ideas and to renew motivation for our teachers.

9. Community resources are utilized by all teachers on an individual basis. Each teacher arranges their own. We make extensive use of Senior Citizens as well as manufacturing and our large grain elevator. We hope to use something at least each month, but usually oftener. We are now putting our resources into a card file so additions and resources no longer available can be eliminated to keep an up-to-date file for the teachers. We include what the resource is, where we can get it, suited to what grade level, and approximate time needed.

10. About 90 percent of the material is developed by the classroom teachers. Almost all of the materials are designed to be used by the students. Most of these materials are used in K-6. Resource people are used more extensively at grades 7-12.

    All types of material is used generally in the area of audio visual or printed form.

    We use the DUSO kits as well as the SRA kits. King Brothers Career Ed comics are also used in some grade levels. McNight materials are used to some extent at grade levels 1-6 and we use the Livelihood film strip cassette group on careers at grades 7-9.

12. The evaluation that has most interested us over the last couple years and also has been a constant question from our Boards of Education and District Patrons is, "Does Career Education really make any difference in the way our students feel, treat one another, and prepare for the World of Work." This question is very difficult and not measurable by objective tools up to this time. For the last year we along with three other school districts have been trying to develop a testing device for grades 3,6,9 and 12 to attempt to measure the above question. We chose to build our tests around the Iowa Model Objectives we felt were the most important to us and we are eagerly awaiting the results of this testing. We also evaluate subjectively from our teachers as well as through observation. A whole new part of the high school program has now come into play with the addition of the EBCE program and we will need a year or so to get a fair evaluation of this addition.

CAREER EXPLORATION INSTITUTE TEAM: BETTENDORF

2030 MIDDLE ROAD
BETTENDORF, IOWA 52722

CONTACT PERSON: DICK ELLIOTT

SCHOOL DISTRICT TOTAL POPULATION RANGE: 10,000 - 24,999

5. The Bettendorf School district has been progressing steadily but somewhat cautiously in regard to career education. Although the school board endorses career education, some board members fear that it will replace teaching the "basic skills". Thus, the school board has directed us to move slowly and keep it informed of our progress.

   Our goals for the year 1976-77 were as follows:

   1) Establish a functioning K-12 career education committee.
   2) Create a greater awareness and understanding of career education on the part of our teaching staff and board of education.
   3) Conduct a needs assessment as to the current status of career education in our school district.

   Our current philosophy is to pursue the integrated career education concept and fuse it into the existing curriculum at all grade levels. Our target grade levels are Middle School 6th, 7th and 8th with all students being effected.

6. The K-12 career education steering committee consists of one central office administrator, two elementary teachers, three middle school teachers and two high school teachers. Future plans call for expanding the committee to include student and parent representation.

   The committee serves all schools (7 elementary, 1 middle, 1 high school) in the district. The committee received released time to work toward accomplishing the three goals established at the outset.

   The committee is working with the Quad-City Crime and Delinquency Council as a resource agency. This council is geared to serve as a liaison group in providing a cadre of resource speakers from business, industry and labor.

7. By adopting an integrated philosophy, we plan to involve the entire staff at each school. The initial work will begin at Middle School with the classroom teacher providing basic career education instruction. Teachers write their own curriculum and career education concepts will be integrated into the regular curriculum.

8. In-service training is planned for staff and the school board members. Dr. Morley from the D.P.I. has conducted some staff in-service. Dr. Josephine Johnson from Western Illinois University will consult with our K-12 committee and conduct further staff in-service. Several members from the school board are attending career education conventions in order to increase their awareness also.

9. Community resources have not as yet been included actively with our program.

10. Most materials will be written locally by teachers and integrated into the curriculum. We expect about 70% teacher written and 30% commercial. These efforts will be focused on Middle School initially.

11. The enclosed time table was established in order to meet our present goals. To date, we have accomplished the first six steps. Our career education survey is also included. (1st draft - rough copy)

12. Our objectives need to be defined and evaluation will be in light of those objectives.

bg

The following are some items we might want to consider in introducing career development into the school curriculum.

By This Date

1. Have administrative and board commitment to the concept of career education....._____
2. Review career education literature....._____
3. Visited school systems who have implemented career education into their curriculum....._____
4. Designate a definition of career education....._____
5. Conduct a survey of current career education activities (K-12)....._____
6. Introduce faculty in-service on career education....._____
7. Involve the community (business, labor, industry, service organizations). ....._____
8. Determine long and short range goals...._____
9. Establish curriculum level objectives..._____
10. Determine priorities....._____
11. Identify potential obstacles to the implementation of a career education program....._____
12. Develop evaluative criteria and methods._____

BETTENDORF COMMUNITY SCHOOL

CAREER EDUCATION SURVEY

This survey is being sent to you from the Bettendorf Career Education Committee and will involve the entire faculty.

Career Education has been mandated from the state of Iowa and all school districts will be asked to comply with the new law that career education be integrated into our curriculum. We feel that there is much being done in the way of career education already and this survey will serve as a first step in assessing our current "career education" status. We will be proceeding slowly and planning carefully in order to incorporate district-wide teacher input into our developmental plan.

Our tentative definition is as follows:

"Career education is a developmental process of incorporating awareness, attitudes, values, aptitudes, experiences and needs, that prepares people to relate to living and working together."

Our tentative definition was determined by studying many reference sources and definitions already in use. We feel this one is an attempt to satisfy the needs and goals of the Bettendorf educational system and community.

On the survey, please mark (X) the column opposite each question which most closely represents your activities as related to career education. This is important feedback for the committee. Additional comments may be directed to any of the following committee members.

Ruthann Carson - Mark Twain
Margaret Mackin - Lincoln
Dick Elliott - Middle
Roger Naylor - Middle
Bob Walker - Middle
Steve Beckman - High School
H. Stephenson - High School
Vic Ross - Administration

CAREER EDUCATION SURVEY

Questionnaire Pertaining to the Current use of Career Education in the Bettendorf Schools

	FREQUENTLY	OCCASIONALLY	RARELY	NO
1. Do you have the students assess their strengths and weaknesses that correlate to the world of work?				
2. Do you invite outside resource people into your classroom to speak about their occupations?				
3. Do you teach specific units on occupations?				
4. Do you take interest surveys with the children?				
5. Do you conduct any value clarification activities that relate to the world of work?				
6. Do you have career games that the children play?				
7. Do you utilize resource materials about careers?				
8. Do you have interest centers about careers?				
9. Do you talk about occupations found in the home?				
10. Do you use films and other visual means of discussing careers?				
11. Do you stress the importance of work?				
12. Do you discuss the variety of occupations that are available?				
13. Do you use career education through the children's reports on various subjects?				

	FREQUENTLY	OCCASIONALLY	RARELY	NO
14. Do you relate careers to subject material?				
15. Do you lead class discussions on self-interests and talents?				
16. Do you discuss avocational interests such as: crafts, travel, reading, sports and performing arts?				
17. Do you discuss your present and previous careers with the students?				
18. Do you assign tasks and assignments that are occupationally oriented within subject matter?				
19. Do you study people who shift careers and interests?				
20. Do you fill out job applications and stress the techniques of writing job resumes?				
21. Do you use current events to stress career education?				
22. Do you discuss money and its relationship to the world of work?				
23. Do you discuss the jobs indigenous to different geographical locations?				
. Do you discuss work and its relationship to your daily living?				
. Do you discuss the availability of jobs and the job market?				
a. Do you take field trips?				
. Do you point out various occupations you observe while on these trips?				
Where do you take them?				

27. Do you have additional career education activities not covered in the survey? Please list them.

28. Please list any comments that would help us in determining our definition of "Career Education" for Bettendorf.

CAREER EXPLORATION INSTITUTE TEAM: CARLISLE

CARLISLE, IOWA 50047

CONTACT PERSON: TOM SHELDAHL

SCHOOL DISTRICT TOTAL POPULATION RANGE: 2,500 - 9,999

5. Basic Strategy

To begin, one must have staff awareness and this has been a large function of this committee. This has been done through faculty meetings and also through small group meetings ie 7th grade teachers.

Once this awareness was established, it was necessary to establish what was already being done in the classroom in the area of career education. This is being done with a survey of all staff K-12, of what they have in the area of career education activities or emphasis. The summary of these results is being tabulated. In order to accomplish anything in the way of promoting a viable career education program there must be a commitment in some time and money from the administration. The administration has served as a facilitator in this area by providing some funds and time to help in allowing for some development in this area.

We have established our target area to be in the junior high school with a 7th grade unit being written to include one phase of stressing self awareness and a second phase of exploring careers. We are aiming for each academic discipline to have a unit of two-three weeks of exploration on careers centering around what they teach in that area. Once this is done it is our plan to develop a hands on career exploration for all 8th graders. Presently we have our foot in the door in this area with the world of instruction in this grade.

Another goal for next year includes one career ed activity a month in each classroom. Also, there will be increased emphasis on one to one informal career counseling by teachers. We are going to give consideration to allowing each student in 7-8 grade to take a day for the purpose of spending it with someone who works in a career which the student may be particularly interested.

The guidance department will continue to meet classes concerning self awareness which must be established before one can competently assess what is important to them in the way of career or lifestyle.

6. We have no formal staff position to handle this. It is one of the duties of the 5th and 6th grade principals to serve in the capacity of the career ed coordinator for the district. The working staff will include only those who have taken part in the institute. They will continue to function as resource people and will perhaps be allowed some time off from time to time to work toward the successful integration of the overall career ed program.

7. All 7th grade instructors will specifically teach something on career ed. Also the total staff K-12 are aware of what they are doing in this area. The guidance department will work on awareness. The librarian is compiling information and materials and there will be a center arranged for the use and dissimination of said materials.

8. We are suggesting that there be a career education emphasis in next year's teacher orientation. Also, will direct some inservice time toward this with bringing a possible speaker or speakers in and display of materials. It would be K-12 orientation.

9. We have begun a resource file of parents willing to share career or liesure time information. A letter of explanation and questionnaire are being compiled. So far it has been sent home to all 6th and 7th graders. An effort will be made to get many parents involved in next years career education program at the junior high level.

We are going to take a survey of next years 10 and 11 graders to find if there is a need for a multi categorized work study program. Along with this we shall survey the Carlisle District and parts of Des Moines to see how many cooperating work stations that we may come up with.

The community resources will be used in the visitation program we are working on for our junior high students.

10. The most significant thing to date has been the compilation of a career education handbook for use by classroom teachers. Tables included are not developed with the idea of being an exhaustive listing. They are suggestive of a format which each teacher may use and apply to his subject, both for his own knowledge and for stimulating occupational awareness on the part of his students. These are listed under discipline such as physical education, home economics, business and clerical etc. The handbook lists minimal education requirements and then has the opportunity available under the following headings: Service, Business Clerical and Sales, Scienc and Technology, Outdoor, General Culture, and Arts and Entertainment. Under each various career ed opportunities are listed.

    This handbook will also include:definitions of career ed, sample 7th grade unit, general activities and a bibliography.

    The Career Ed materials have been reviewed that are presently in our library and the librarian has forwarded a list of suggested materials for purchase.

    As mentioned previously, we have surveyed our staff regarding past work experience and liesure time activities in order to compile a Directory for student use.

    A career activity file in the counseling office including ideas, catalogues, etc. for teachers use is being completed.

11. Our time table is not complete. However we feel we have made considerable progress in our planning and we feel that we will continue to progress toward an effective career education program

12. This has not been done to date.

CAREER EXPLORATION INSTITUTE TEAM: ESTHERVILLE

321 NORTH 6TH STREET
ESTHERVILLE, IOWA 51334

CONTACT PERSON: PHIL JOHNSON

SCHOOL DISTRICT TOTAL POPULATION RANGE: 10,000 - 24,999

ESTHERVILLE MIDDLE SCHOOL
Estherville, Iowa

Name and Title of Participants

1. Glen Lohman — Principal
2. Clarys Berryhill — 6th Grade Teacher
3. Al Limberg — 5th Grade Teacher
4. Dorothy Miller — Guidance Counselor
5. Phil Johnson — Guidance Counselor
6.

Name of School District: Estherville Community School District

Name of Contact Person: Phil Johnson

His or Her Title: Guidance Counselor

His or Her Complete Address (School, not Home Address): Estherville Middle School

City, State & Zip Code: 321 North 6th Street, Estherville, Iowa 51334

Phone Number: 712 Number 362-4703

Questions 1-4 refer to the district as a whole, not just the area or segment in which the Career Education Project will operate.

1. What is the approximate total adult and child population of the school district?

   10,000

2. What type of area does the district serve? Small Town

3. Approximately what percentage of the students in the district represent the following groups?

.04 %	American Indian
%	Black
%	Mexican American
.45 %	Oriental
%	Puerto Rican
%	Spanish Surname
99.51 %	White
%	Other
100 %	TOTAL

4. Approximately what percentage of the students in the district are from families whose total annual income falls in the following ranges?

5 %	Under - $5,000
10 %	$5,000 - 9,000
20 %	10,000 - 14,000
50 %	15,000 - 19,999
15 %	20,000 or more
100 %	TOTAL

Write about the approach to be used by the career education project.

a. Basic Strategy -

Career Education materials will be centered in a Career Guidance Center manned by the Guidance personnel. Teachers will use the center as a resource center by bringing their students there for projects, or instruction. Teachers may also work as a team with guidance personnel to provide instuction.

b. Project Goals -

To have all teachers at Estherville Middle School providing some kind of career education to their students.

c. First Steps -

Providing career awareness to the staff through in-service education.

d. Relationship Between Career Education and Vocational Education -

Vocational education would be a final phase of career education. Career Education entails a broader scope of education and Vocational Education is one part of that broad scope.

e. Methods Used -

Instruction would be provided in classrooms or in the Career Guidance Center, using audiovisuals, learning packets, basic instruction, and hands-on experiences with projects. Occupational interviews, research projects, spending a half day with someone on the job, interest tests, and field trips would also be used.

f. Target Grade Levels -

Special Education students, 4th, 5th, 6th, 7th and 8th grades.

g. Target Student Population -

Special education, learning disabled, talented and gifted, potential drop-outs, and those we call "in-school drop-outs" (ie. those who can't cope with our regular schedule/or who have given up).

h. Component Parts of Career Education -

Career Guidance Center supervised by guidance personnel.
Two in-service days - one in the Spring of 1977 and one in the Fall of 1977.
Periodic in-service meetings thereafter.
Inventory of materials included.
On the job visitation.
Community survey through the Chamer of Commerce, to secure people interested in participating in career education.

i. Budget Plan -

$600.00 in the Guidance budget for instructional materials.
$600.00 for remodeling of the room for Career Guidance Center.

j. Race and Sex Stereotyping -

All programs are available to all irregardless of sex or race.
All materials will be viewed as to sex and race stereotyping.
Our school is in compliance with Title IX.

k. Materials -

These have been requested through publishing companies, the DPI, and other school districts.

l. Objectives in the Affective Domain -

1. Recognize the importance of "self" as a group member and as an individual.
2. Develop a positive attitude toward all experiences in any career area.
3. Relate one's self-concept to career requirements.
4. Be able to identify and judge values as they relate to personal and possible life roles.
5. Recognize the influence of others upon personal values.
6. Develop a realistic picture of one's own talents.
7. Recognize the importance of one's own values upon career choices.
8. Acquire and understanding that all work is dignified.

6. Description of Project Staff -

The Project staff consists of 5 individuals. They are:

Glen Lohman - Middle School Principal
Clarys Berryhill - Sixth grade classroom teacher
Al Limberg - Fifth grade classroom teacher
Dorothy Miller - Middle School Guidance Counselor
Phil Johnson - Middle School Guidance Counselor

The Guidance Counselors will be in charge of the Career Guidance Center. They will spend 10% of their time with classroom teachers, 40% with individual conferences, and the remainder of their time with students in career education classes.

The five members of the project staff will serve as an on-going steering committee to give continued impetus and evaluation of the project.

Schools served by the Project -

Estherville Middle School will be the school served during the initial year of the project (1977-1978 school year). This will include all the District's students in Grades 5 through 8 plus three sections of 4th grade and Special Education students.

Imput from Business, etc. -

Chamber of Commerce Survey
Parent-Advisory Council
Student Council
Career Education Advisory Committee

Coordination throughout the System -

Guidance Counselors and Curriculum Director will serve as system-wide coordinators.

Responsibilities -

1. Organize materials in career center
2. Establish file system for organizing materials and resources
3. Review and update materials
4. Serve as resource person for the staff
5. Provide in-service to the staff
6. Work closely with all staff on career education
7. Plan activities for students working in the career center
8. Attend Career Education meetings throughout the state
9. Work with the community
10. Establish Career Education Advisory Committee
11. Keep informed of possible Federal programs for possible funding

7. Describe the school staff which will be actively involved in career education.

   a. Staff involvement will include classroom teachers and guidance counselors working in regular classrooms or special career centers.

   b. Forty-seven staff members involved who will expand and implement career education in the regular classroom and continue to increase the number of activities and experiences for students. Continue to involve and include various facets of the community to work with the school in serving career education.

8. Training in our District -

   a. Training will take place in our school.

   b. The Career Education Project staff will conduct the training with assistance from DPI personnel and other resource people.

   c. All Middle School Staff and select people in the community will be involved with Career Education Projects. Parents also will help with our project.

   d. All Middle School staff will receive training.

   e. Primary Purpose - to help teachers to integrate career education concepts into the curriculum, to train teacher to adapt and/or develop materials and to orient teachers to career guidance techniques and how to use the Career Guidance Center.

   f. Kinds of materials to be used - see attached list.

9. Use of Community Resources -

   a. A survey was made through the Chamber of Commerce to find out what businesses would be interested in participating in a Career Education Project. Also, Middle School students arrange to have their parents or parents' businesses as resources.

   b. The most useful resources in the district have been, and will be, the students' parents.

   c. The students, along with teachers and counselors, arrange for the use of resources. A card file will be kept on all resources and information will be updated as to how often the resources are used.

10. Curriculum Guides -

a. Approximately 50% of the curriculum guides will be developed by the classroom teachers and project staff.

b. Materials are intended for use by both teachers and students.

c. The materials will be used at all grade levels at Estherville Middle School.

d. The materials are in print and audiovisual form.

e. Commercial products - see list on last page.

11. Prepare a timetable for integrating the career development concept into the school curriculum.

Things To Do	By This Date
a. Review literature on career education . . .	4-29-77
b. Visit school systems implementing the career development concept in their curriculum	4- 1-78
c. Appoint a task force to develop a tentative definition of career education for the school	12- 1-76
d. Develop a tentative definition of career education for school	1-10-77
e. Develop a tentative model conceptualizing the integration of the definition into the school structure . . .	5-27-77
f. Initiate faculty in-service programs on career education	11-29-76
g. Develop final definition of career education	5-27-77
h. Revise tentative model to include revisions in the final definition	6-30-77
i. Make definition and model available to parents, students and community representatives for their critique	9- 9-77
j. Identify appropriate resources personnel and schedule them to speak to faculty as a part of in-service program on career education	9- 9-77

k. Conduct self-awareness program for faculty members 9-30-77

l. Establish curriculum level career development objectives for each phase of career development 8-31-77

m. Coordinate objectives between instructional levels (articulation) 8-31-77

n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines 8-31-77

o. Revise objectives to include reactions of reviewers . . . . . 11- -77

p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs . . . . . 11- -77

q. Assign objectives to subject matter areas . . . . . 11- -77

r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives . . . . . 4- -78

s. Write instructional objectives for each career development curriculum objective . . . 3- -77

t. Develop classroom learning activities for each instructional objective . . . . . 8- -77

u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives . . . . . 4- -78

v. Test and revise learning activities . . . . . 4- -78

w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student . . . . . 9- -78

12. Evaluation of Program -

We feel it would be impossible, at this time, to include information on this question. We have set the fall of the 1978 as a deadline to develop evaluation instruments.

a. We tentatively plan to include evaluation surveys for:

1. Students
2. Teachers
3. Community Participants
4. Parents

b. We plan to evaluate and update on materials through departments.

c. We tentatively plan to use some standardized test of career education to be named later.

CAREER EDUCATION MATERIALS PRESENTLY ON HAND

1. Values Clarification Handbook
2. Making Value Judgements and Teachers Guide
3. Career Lab Kit
4. SRA Handbook of Job Facts
5. Encyclopedia of Careers
6. SRA Decision Making for Career Development -- Role Playing Program Filmstrip Topics
7. SRA Widening Occupational Roles Kits -- Filmstrip Topics
8. Career Awareness-Popeye Comic Books
9. Strategies for Implementing Work Experience Programs
10. Discovery Program - Career Log
11. Inside-Out TV Series
12. Bread and Butterflies TV Series
13. Self Incorporated TV Series
14. Job Survival Skills Kit by Singer
15. Filmstrip - Tape Programs

CAREER EXPLORATION INSTITUTE TEAM: LAKE MILLS

102 S. 4TH AVENUE E.
LAKE MILLS, IOWA 50450

CONTACT PERSON: PAUL E. DAHLE

SCHOOL DISTRICT TOTAL POPULATION RANGE: 2,500 - 9,999

DEPARTMENT OF PUBLIC INSTRUCTION
AND
DRAKE UNIVERSITY
OUTLINE FOR PLANNING

Please Print

Name of Iowa Career Exploration Institute Team: LAKE MILLS

Name and Title of Participants
1. Donald Borey
2. Steve Iverson
3. Paul Dahle
4. Keith Minkel
5.
6.

Name of School District: Lake Mills Community

Name of Contact Person: Paul E. Dahle

His or Her Title: Counselor

His or Her Complete Address
(School, not Home Address) Lake Mills High School
102 E. 4th Ave E.

City, State & Zip Code: Lake Mills, Iowa 50450

Phone Number: Area Code: 515 Number 592-5631

Questions 1-4 refer to the district as a whole, not just the area or segment in which the Career Education Project will operate.

1 What is the approximate total adult and child population of the school district? _____

If unknown, estimate the range, (Circle)

Less than 2,500
(2,500 - 9,999)
10.000 - 24,999
25,000 - 99,999
100,000 - 499,999
500,000 - 999,999
Over 1,000,000

2. What type of area does the district serve? (Circle one)

Rural
(Small Town)
Suburban
Urban

3. Approximately what percentage of the students in the district represent the following groups?: (These percentages should total 100%).

.2 %	American Indian
___ %	Black
___ %	Mexican American
.3 %	Oriental
___ %	Puerto Rican
___ %	Spanish Surname
99.5 %	White
___ %	Other
100 %	Total (If not 100%, revise).

4. Approximately what percentage of the students in the district are from families whose total annual income falls in the following ranges?: (These percentages should total 100%).

3 %	Under $ 5,000
22 %	$ 5,000 - 9,000
37 %	10,000 - 14,000
23 %	15,000 - 19,999
15 %	20,000 or more
100 %	Total (If not 100%, revise).

Lake Mills Career Education Project

APPROACH

The Lake Mills Career Education Project will depend primarily on the classroom teachers who will be trained to adapt and use various curriculum materials to achieve our career education goals. These teachers will be assisted by the elementary principal and the school counselor.

The project is aimed at all of the fifth through eight graders, including those identified as Learning Disabled and the Educably Mentally Retarded.

Presently the teachers are completing a career education inventory based on the Iowa Model objectives to ascertain our present status of teaching in the affective domain.

When this inventory stage is complete and analyzed, we shall then determine our local needs for an in-service program and be better able to identify the experiences and materials that will be required to pursue our goals.

In our long range plans we envision career education experiences involving field trips, resource people, and other practical, work related learning situations which will develop positive values concerning the self, others, and the world of work.

PROJECT STAFF

Our project staff consists of four people on a very part time basis. As far as our position or titles go, we all go by the label of "Indian." Our main activities so far has been clarifying career education concepts in our own minds, spreading this gospel to other teachers, working on this project, reviewing literature and materials in the field, inventorying what our school has been doing and most importantly attempting to set up a K through 12 Career Education Program.

The counselor for the Jr-Sr High School has been designated as coordinator for the project. He receives, reviews and disseminates career education materials. Working with the principals he sets up in-service programs for the teachers, and budgets funds used in the purchase of materials.

SCHOOL STAFF INVOLVEMENT

All of our school staff will be involved in our Career Education Program. Administrators will oversee the implementation of the program; classroom teachers will incorporate the career education con-epts in their lessons; counselors will act as resource people, coordinate activities and maintain a resource room; non-certified personnel will act as resource people.

TRAINING AND COMMUNITY RESOURCES

Initially the project team with, the assistance of outside experts will train the teachers during in-service meetings. The primary purpose is to train teachers to use career education concepts. Later interested members of the community will be brought in for indoctrination. Many of the community members will be those who come into classes as resource people. Others will be business owners or managers who allow field trips.

CURRICULUM GUIDES

The curriculum guides will be "stolen". That is they will be based on several models used in other schoos in Iowa, but adapted for use in our school system. The materials developped will be used by both teachers and students.

Some of the commercial products used now and proposed for future use include:

D.U.S.O. Kits 1 and 2

T.A.D. Kit

C.I.S.I.

Filmstrip programs by Eye Gate, Guidance Associates, Scholastic and Time, Inc.

EVALUATION

Methods of evaluation have been considered, but no firm policy or method have been adopted.

10. Describe the curriculum guides and student materials that will be used in the district. Include such information as:

    a. What percent are locally developed and by whom
    b. Are materials intended for use by teachers or by students
    c. At what grade levels
    d. Are these materials in print, audio-visual form, or other
    e. Commercial products

11. Prepare a timetable for integrating the career development concept into the school curriculum

Things To Do	By This Date
a. Review literature on career education.....	1/2/77
b. Visit school systems implementing the career development concept in their curricula.....	1/9/77
c. Appoint a task force to develop a tentative definition of career education for the school.....	1/2/77
d. Develop a tentative definition of career education for school.....	1/2/77
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	1/6/77
f. Initiate faculty in-service programs on career education.....	1/4/77
g. Develop final definition of career education.....	1/2/77
h. Revise tentative model to include revisions in the final definition.....	1/12/77
i. Make definition and model available to parents, students and community representatives for their critique.....	1/2/78
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	1/9/77

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	Mar 78
l. Establish curriculum level career development objectives for each phase of career development.....	May 78
m. Coordinate objectives between instructional levels (articulation).....	May 78
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	Oct 78
o. Revise objectives to include reactions of reviewers.....	Dec 78
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	May 78
q. Assign objectives to subject matter areas.....	Aug 79
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	Aug 79
s. Write instructional objectives for each career development curriculum objective.....	Continuous
t. Develop classroom learning activities for each instructional objective.....	"
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	Nov 79
v. Test and revise learning activities.....	Apr 79
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	?

Adoption--Operational--Demonstration Projects

School District Name and Address

Linn-Mar Community Schools
3333 N. 10th Street
Box 307
Marion, Iowa 52302

Submit three copies of this application to:

Planning, Research, and Evaluation
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Application Deadline: January 1

Project Director Harold Hulleman

Telephone Number 319/377-7373 x135

Section I -- Statistical Data

1. Project Title: PACE: A Practical Approach to Career Education

2. Title IV, Part C funds requested: $ 15,478

3. Type of application (check one only):

____ Adoption[1] _X_ Operational[2] ____ Demonstration[3]

4. Type of program (check one or more):

_X_ Supplementary educational centers and services

____ Handicapped ____ Dropout prevention ____ Health and nutrition

5. Number of students and teachers to be directly served by the project:

		Preschool	Elementary (K-6)	Secondary (7-12)	Staff
Public	Non-Handicapped		1726	1527	188
	Handicapped*		10	72	9
Non-Public	Non-Handicapped				
	Handicapped*				

[1] Adoption--Adoption grants provide funding for implementation (in whole or in part) of programs previously developed by a local school district. Adoption projects must be accompanied by a copy of the adopted project including the evaluation component. (Refer to Title IV Handbook, section on Adoption Projects.)

[2] Operational--Operational grants provide funds which will assist in the development of programs not previously utilized to solve educational problems.

[3] Demonstration--Demonstration grants provide funds to disseminate previously successful projects (those which have been validated or have documented evidence of success).

*As defined in the Iowa Code Chapter 281.9 (weighted students)

Section II -- Narrative

1. Analysis of Problem

> *According to results of National Assessments' first survey of career and occupational development, 44% of American 17-year-olds desire a professional career while census figures indicate that only 20-25% of currently existing jobs are professional or managerial.*[1]
>
> *The 1976 Gallup Poll in Education indicated that 80% of the people surveyed thought more emphasis should be placed on careers.*
>
> *A survey*[2] *of Iowa school superintendents conducted in the spring of 1977 revealed that career education was second in priority with regard to inservice needs.*

In the 1960's, Sidney Marland, then U.S. Commissioner of Education, established career education as a priority program. This impetus moved quickly to the state level where career education was included in the School Rules of Iowa, 3.5 (8).

Millions of dollars and countless professional hours have been expended in the attempt to integrate career education into our nation's schools. Volumes of career education materials are available from commercial publishers and through locally developed projects. The Models for Career Education in Iowa is an example of one such project.

It appears that many necessary ingredients exist for successful implementation of a program. After more than a decade of effort why does career education then remain an identified critical need in local schools? Why are our high school graduates unknowledgable about the world of work and indicisive about their futures? With the many resources available, why do teachers not understand career education or even know when they are conducting career-related activities?

At Linn-Mar, it is our belief that the problem lies with the delivery of career education to the classroom teachers. A career education survey of the teaching staff (K-12) was conducted in December of 1976; the survey form is included in Appendix A. The results of the survey indicated that while efforts are being made in the direction of career education, the efforts are not consistent from grade to grade or building to building. Some teachers are unaware of available career education materials. Career education is sometimes treated as a separate subject, rather than being integrated into the content areas.

[1] NAEP Newsletter. December 1976. Education Commission of the States, Denver, CO.

[2] Inservice Needs of Iowa Schools. Bob King, Iowa-Nebraska State Facilitator Project, Bellevue, Nebraska.

At the high school, career education is included in the content areas of home economics, business education, and language arts. Subject areas such as social studies and physical education contain virtually no career education information or activities.

Career education at the junior high school is handled in five exploratory courses that last 7 weeks each. One class (Careers) handles the greatest share of career education information. The other regular subject areas include little career information.

The elementary schools include some basic career education activities through field trips and resource speakers. Some teachers rely solely on these activities, while others also include a number of films, books, and other materials.

The results of the survey indicate that career education at the Linn-Mar Schools varies greatly in amount and quality. Some teachers include career information and activities using varied resources while others make little attempt to include career education in their classrooms.

This haphazard organization of career education is not atypical. Numerous schools with which we have visited have described similar situations. The problem remains as follows:

> *The failure to organize and implement integrated career education programs at the local level has been due to an inadequate delivery system.*

If implemented, this project will develop a delivery system which can be used by both large and small school districts. This system will incorporate the following:

1. Development of a definition of career education to fit the local setting.
2. Creation of a feeling of ownership by the local staff.
3. Establishment of a cadre of staff members to serve as opinion leaders and sources of expertise within their building, department, or grade level.
4. Organization of teacher inservice activities by building, department, or grade level.
5. Integration of career education materials and activities into existing content areas.

To implement this project a career education team leader will be identified in each of the six attendance centers. Staff members from four of the six centers have already volunteered for this position. The team leader will serve as a resource to their building staff, conduct inservice activities for classroom teachers, keep current with career education programs and materials, work with the coordinator in planning for career education inservice, provide input to the districtwide career education cadre, and assist teachers in classroom activities. These individuals will each receive ten days released time for those activities which require them to be away from their regular assignments.

Reassignment of current staff will be made to allow one individual to serve as the career education coordinator on a half-time basis. This person will coordinate the activities of the team leaders, conduct regular meetings of the career education cadre, maintain contact with outside agencies (DPI, USOE, Grant Wood AEA, Kirkwood Community College), review career education programs and materials and bring them to the attention of the team leaders, and plan inservice activities for all staff in cooperation with the team leaders.

The districtwide career education cadre will be composed of the coordinator, the team leaders, and one additional staff member from each of the six attendance centers. A citizens' advisory committee will be formed to assist the cadre in developing a definition of career education for Linn-Mar and establishing career education priorities.

Before developing this plan, many career education programs and projects were studied. An annotated list is included as Appendix B. These programs were brought to our attention through the Iowa Career Education Institute, by attending awareness sessions conducted by the Iowa-Nebraska State Facilitator, and by attending professional education conferences and seminars. Although many of these projects have developed worthwhile materials and activities, the delivery system described above is needed to successfully integrate these materials and activities into the educational programs of the local schools.

2. Planning

In December of 1975, a DPI-NCA Evaluation Team visited the Linn-Mar Schools. A review of career education at Linn-Mar by a sub-committee of this team resulted in the following recommendations:

1. As the district evaluates its goals and instructional objectives, it would be very appropriate to infuse career development objectives within each subject area.
2. It is imperative to integrate career education within the existing curriculum from kindergarten through grade twelve.
3. A person should be assigned the responsibility for the leadership for directing the career education effort within the district. It may be that the Assistant Superintendent to be appointed would be the appropriate person.
4. A career education committee comprised of staff representing all levels should be formed to serve as a steering committee. At the same time, a citizens' career education advisory committee might be formed to insure community involvement.
5. The volunteer bureau concept in Linn-Mar is excellent. This provides the students with an excellent opportunity to have interaction with adult work/role models. This program should be expanded to address career education objectives.
6. The expertise and resources of the guidance staff within the district should be utilized in the career education efforts.

As a result of these recommendations, A Career Education Cadre was formed in the fall of 1976. This Cadre was composed of an elementary teacher, an elementary counselor, a secondary classroom teacher, a secondary learning disabilities teacher, and the assistant superintendent.

The Cadre reviewed the history of career education at Linn-Mar. A materials development project had been initiated in 1972-73. However, the program was not continued due to the staff's lack of involvement in the planning. A system for training teachers to use the materials was not a part of the project and many of the materials were seldom, if ever, used. However, one packet became very popular with primary teachers and portions of it are still used today.

The Cadre participated in the Iowa Career Exploration Institute which consisted of a three-day workshop at Springbrook State Park in October and three one-day follow-up sessions at Des Moines in December, March, and April. A total of 15 school districts, one in each area, were involved in the Institute. The purpose of this institute was (1) to acquaint local school districts with career education programs currently operating in Iowa and across the nation, and (2) to help each participating school district to develop a plan for career education appropriate to their local setting.

The Cadre surveyed the Linn-Mar staff concerning knowledge of career education and current activities being conducted (see pages 2-3). A one-day awareness session on career education was conducted for all Linn-Mar teachers in February. Jean Courtney, Director of Career Awareness and Exploration in the Saydel Schools, addressed the total faculty and then visited with interested staff members in each of the buildings.

During the 1976-77 year, four more staff members chose to join the Cadre. Included were an elementary teacher, an elementary counselor, a secondary teacher, and the Trade and Industry Coordinator. By year's end, a three-year plan for career education at Linn-Mar had been developed. This proposal represents the heart of that plan.

3. Exportability

This delivery system should have universal applicability to large and small schools. The amount of time assigned to the coordinator may vary according to size of district and number of attendance centers; large schools may require a full time coordinator while small schools may use released time for a full time staff member. Once the team leaders have become established (1-2 years), it would seem desirable to reduce the coordinator's position to no more than a released-time basis. It would seem preferable to utilize a current staff member as the coordinator. This could be done through reassignment or by employing another individual to assume a portion of the coordinator's previous duties during the implementation phase. It is estimated that the cost of this delivery system will range from $1 to $10 per pupil for a school district during the one to two years of implementation.

4. Continuation of Program

The Linn-Mar Schools have an excellent record in maintaining programs established through federal funding. In recent years, a high school reading project (REALM) and a preschool adoption project (PREP) were initiated with ESEA Title III funds. REALM is now in its fourth year and operates entirely with local funds. PREP has been expanded from one to two of our attendance areas; it is in its third year of operation and in its second year of operation with local support.

If successful, this delivery system should have some decreasing costs after one to two years. The need for a coordinator beyond some released time should not exist after this implementation period. The cost of travel and substitutes for released time will be assumed by the Linn-Mar Schools in subsequent years as part of the ongoing professional support program. Curriculum materials for career education will be considered part of the general fund expenditures.

Our planning activities have been discussed with the nieghboring Marion Independent School District. They have declined to participate in this grant application at this time because they have not been involved in these activities. However, they have expressed an interest in the project for 1979-80 and have asked to be kept informed of its progress. Thus, it may be able to double the size of the project in its second year with little, if any, increase in cost.

Objective and Evaluation Worksheet

1. Target group and method of selection

For career education to work in any district, it is imperative that the scope of the program includes all students. Thus, it is essential that every teacher be involved in this delivery system. At Linn-Mar, the target group will be the 197 full and part time teachers and counselors in grades K-12.

2. Behavior to be demonstrated by target group.

The Linn-Mar teachers in this project will:

(1) Demonstrate an increased awareness and knowledge of career education and its application to their grade level/subject area.
(2) Gain a positive attitude toward career education.
(3) Utilize a greater number of career education materials and activities in their classrooms.

3. Instrumentation

Evaluation instruments cooresponding with the three objectives above are:

(1) Career Education Test - Knowledge and application
(2) Career Education Attitude Inventory
(3) Utilization Checklist for Career Education

All of the above instruments will be devised locally with the assistance of Dr. Mike Herrick, Director of Research and Evaluation at the Grant Wood Area Education Agency. The content of the instruments will be somewhat dependent upon the definition of career education developed by the Career Education Cadre and Advisory Committee and the implementation strategies selected by the Cadre. The Utilization Checklist will be based on representative materials and activities currently used in successful career education programs.

4. Success criteria for making judgments regarding the acceptability of the behaviors to be demonstrated.

It is expected that Linn-Mar teachers will demonstrate a statistically significant gain in their knowledge and awareness of career education as measured by a paper and pencil test.

Because of the elusive nature of attitudes, less definitive gains are expected. Any improvement in attutude indicated on the attitude inventory

will be considered as evidence of success in this area. Observations of the coordinator and team leaders will be used to support any change in this area.

The number of career education materials and activities used by Linn-Mar teachers is expected to increase greatly. Because the numbers are expected to range widely both before and after the project, it may not be able to demonstrate a statistically significant increase. Trends in increased usage will be accepted as a criterion for success when supported by observations of the coordinator and the team leaders.

5. Description of major activities

It is our intent to have every teacher involved in career education in some manner. This includes special education teachers, reading improvement teachers, special subject teachers, regular classroom teachers, and counselors. We expect that our entire certified staff will be a career education teacher in some way.

In order to integrate career education into the general classroom activities, as much of the inservice training as possible will be provided within the district and within each building when feasible. The career education coordinator and the team leaders may be involved in training at universities or area vocational schools, through the Grant Wood AEA, in workshops conducted by DPI, and by involvement with special career education projects. It will be the responsibility of these individuals to organize inservice training within the district by: (1) scheduling trainers from outside the district to conduct programs at Linn-Mar; (2) organizing in-service programs within each building and conducting these programs themselves; or (3) informing the Linn-Mar staff of training opportunities available through the agencies listed above.

The training within the district will be organized so that it best fits the needs and organizational structure of each building staff. For some this will be building wide training. For others it will be by grade level or teaching team. For still others, it may be by department or perhaps by individual.

The primary purpose of this training will be to acquaint teachers with career education materials and strategies and to train them to integrate these materials and strategies into the regular instructional program. The emphasis will be on utilization and application rather than on the theories and philosophies of career education.

Following is a proposed schedule of activities for the first 15 months of implementation:

Spring 1978

Identify coordinator and team leaders.
Select Career Education Cadre members.
Formulate Citizens Advisory Committee.

Define career education for Linn-Mar (involves Cadre and Advisory Committee
Begin review of career education materials and activities for the classrooms.
Inform total staff of project goals and activities.
Begin visits by coordinator and team leaders to exemplary career education programs and projects.
Initiate planning of inservice activities for Fall 1978.

Summer 1978

Continue review of career education materials and activities.
Select initial implementation strategies for classroom teachers.
Complete planning for fall inservice activities.
Begin selection of classroom materials and activities
Develop evaluation instruments.

Fall 1978

Collect pre-treatment data.
Conduct initial inservice activities by building, department or grade level.
Continue review and selection of materials and activities.
Continue visitations.
Meet with Advisory Committee to provide update on project and to receive input.
Work with classroom teachers on an individual or small group basis (team leaders).

Winter 1979

Continue: inservice activities with classroom teachers.
review and selection of materials and activities
visitations.
involvement with individual classroom teachers.
Introduce classroom teachers to training opportunities outside of Linn-Mar.

Spring 1979

Complete inservice activities for 1978-79.
Complete visitations.
Prepare plan of operation for 1979-80.
Collect post-treatment data.
Meet with Advisory Committee to provide year-end report and receive additional input.
Prepare report of activities and accomplishments for 1978-79 (to be communicated to staff and DPI).

6. Data collection schedule

As indicated in (5) above, data will be collected in the fall of 1978 and the spring of 1979. It will be important to administer the knowledge test before school begins in August. All pre-treatment data will be collected before October 1, 1978.

The collection of post-treatment data will begin approximately May 1, 1979. Every attempt will be made to collect this data in a condensed period of time (7-10 days). This is desired for two reasons: (1) to have allowed a sufficient amount of time for the treatment to have any impact; and (2) to avoid the year-end crunch which occurs in the last two to three weeks of school.

Collection data will be conducted by the team leaders in each building. Techniques for data collection will be standardized as much as possible across the district. The coordinator and team leaders will be exempted from the project evaluation; other members of the cadre will be included.

7. Data analyses procedures

The t-statistic will be an adequate procedure for comparing pre and post data for career education knowledge and for classroom utilization of career education materials and activities. The assumption in both instances is that the data is continuous. However, the large variance anticipated in measuring utilization may make it difficult to demonstrate statistical significance between pre and post measures. Trends in utilization and observations by the coordinator and team leaders will be used as supplementary information in this area.

The procedure used to analyze data on attitudes will be dependent upon the type of instrument developed. The Research and Evaluation Unit of the Grant Wood Area Education Agency will assist the project staff in developing this instrument and in selecting an appropriate analytical technique.

8. Evaluation design

Since this project is intended to be specific to the Linn-Mar Schools, a time series design has been selected inasmuch as data will be collected from the same group of people over a period of time. Instrumentation will be locally devised and has been described in (3) above. Instruments were chosen in three areas (knowledge, attitude, and utilization) because it was felt that changes were needed in these areas in order to effectively implement career education. Student evaluation was not included for three reasons: (1) the period of time involved is too short to demonstrate significant change; (2) teachers are considered the major target of this project; and (3) it is assumed that the effect on teachers will ultimately lead to an effect on students.

As previously mentioned, personnel from Grant Wood Area Education Agency will assist the project staff in developing instruments and analyzing data. Our experience with Dr. Herrick and his staff indicate that instrumentation will be reliable and valid, given the local constraints, and that data analysis will be conducted thoroughly and carefully.

Results of the project will be compiled by the coordinator and team leaders. Written reports will be prepared for the Career Education Cadre, the Citizens' Advisory Committee, the Linn-Mar Board of Directors, and the Department of Public Instruction. Oral reports will be made to the Administrative Cabinet and to the staff through building or departmental meetings.

Adoption--Operational--Demonstration Projects

Section III -- Budget

1.	Salaries	$
	(a) Professional	12,330
	(b) Support	530
	(c) Fixed Charges (including fringe benefits)	1,518
2.	Contracted Services (refer to Title IV Handbook--Subcontracting Section)	
3.	Materials and Supplies	500
4.	Travel	600
5.	Equipment	
6.	Evaluation	
7.	Overhead Costs (limited to postage, telephone, printing)*	
	Total Estimated First-Year Budget	$ 15,478

In the space below or on an attached sheet, provide a breakdown of the budget items above.

Salaries

Coordinator - 200 days x ½ time x $90 day	$9,000
Team leaders	
Summer 6(5 days x 6 hrs. x $8.50/hr)	1,530
Visitations 6(10 days x $30/day for substitute)	1,800
Clerk-Typist - 200 hrs. x $2.65/hr (min. wage)	530
	$12,860
Fixed Charges FICA (6.05%) + IPERS (5.75%) = 11.8%	1,518
Sample curriculum materials	500
Travel	
Coordinator $300	
Team leaders 6 x $50 = $300	600

*Overhead costs to be borne by Linn-Mar Schools.

Adoption--Operational--Demonstration Projects

Section III -- Budget

1. Salaries	$
(a) Professional	12,330
(b) Support	530
(c) Fixed Charges (including fringe benefits)	1,518
2. Contracted Services (refer to Title IV Handbook--Subcontracting Section)	
3. Materials and Supplies	500
4. Travel	600
5. Equipment	
6. Evaluation	
7. Overhead Costs (limited to postage, telephone, printing)	
Total Estimated Second-Year Budget	$ 15,478

In the space below or on an attached sheet, provide a breakdown of the budget items above.

Estimated budget for second year is same as for first year. However, the following changes in the project are proposed.

Expand from one school district to two.

Expand from 200 teachers to 350

Linn-Mar Schools will provide funds for released time and travel for Linn-Mar team leaders

Linn-Mar Schools will provide funds for additional curriculum materials purchased.

Second school district will receive benefits of released time, travel, and curriculum materials budget items.

Appendix A

Linn-Mar Career Education Survey

Career Education Topic

Grade Level _____

Basic Purpose of Unit

Length of Unit (one day, one week, etc.)

Community Resources and/or Field Trips

Classroom Resources (books, magazines, kits, films, etc.)

Is this unit an integral part of a subject area (language arts, math, music, etc.) or is it separate?

☐ Integrated into _____

☐ Separate

Appendix B

Annotated List of Career Education Programs

CAREER EDUCATION PROGRAM. Saydel Consolidated School District — K-12 program. The K-4 program centers on self and career. The middle school (5-8) is activity centered with Discovery playing an important role. The 9-12 features on-the-job exploration, decision making, work experience, and cooperative education.

PROJECT HEAR. Cogent Associates -- 4-12 program. This program is designed to offer students greater understanding of the realities of growth and change, increased knowledge and awareness of self, exposure to work-related information and how this information relates to self, and experiences in decision making.

OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM Marietta, Georgia -- K-12 program. The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle schools, preparation and information at the secondary level all built around a career education theme of self evaluation, exploration, and development of decision making skills.

THE VOCATIONAL GUIDANCE AND COUNSELING PROGRAM Ashland-Greenwood Public Schools 7-12 program. This program emphasizes the use of the community as a vocational resource for students who are preparing for work. The approach is to develop career awareness and career preparation for students by encouraging classroom teachers to incorporate career education into the curriculum.

EXPERIENCE BASED CAREER EDUCATION Appalachia Educational Laboratory -- 9-12 program. This program features on-the-job career exploration resulting in an accredited high school diploma. Students spend 70-80% of their time on job sites, they simultaneously complete their academic activities and receive the same credit had they remained in a traditional high school program.

WORLD OF RELATED KNOWLEDGE AND EDUCATIONAL DEVELOPMENT Hackettstown, New Jersey 9th grade program. Project Work -Ed. is a year long guidance based career-education course of study for 9th graders. The careers area stresses exposure to eight separate career clusters taught by industrial arts and classroom teachers who attempt to make students aware of the varied careers available to them in each area.

LINCOLN COUNTY CAREER EDUCATION PROGRAM Hamlin, West Virginia K-12 program. The program includes a structuring of basic subjects, grades one through twelve, around the theme of career opportunities and requirements in the world of work. In the elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved in these jobs. In junior high school, students may explore specific clusters of occupations through hands on experiences and field observations, as well as classroom instruction. In senior high school, students pursue their selected occupational area, exercising one of three options-intensive job preparation for entry into the world of work immediately upon leaving high school, preparation for post-secondary occupational education, or preparation for four year college.

MODELS FOR CAREER EDUCATION IN IOWA Iowa State Department of Public Instruction -- K-12. A comprehensive career education program based on the three phases of awareness. Accomodation, and exploration and preparation. Curriculum materials and implementation strategies were developed and piloted in nine local school districts.

LEXINGTON CAREER INFORMATION CENTERS Lexington, Nebraska -- 7-12 program. This program uses the community in an attempt to teach career education. Students develop sound attitudes about the world of work through the use of career information centers, being made aware of local employment needs, and part-time employment opportunities.

PROJECT CAP Greenland, Arkansas -- K-6 program. The goal of Project CAP is to provide career awareness as an integral part of the total curriculum for students in grades Kindergarten through six. This goal is carried out primarily through the use of Learning Activity Packets furnished by the project in fifteen Occupational clusters.

MEHLVILLE CAREER EDUCATION PROGRAM St. Louis, Missouri -- K-12 program. The Mehlville Career Education Program is based on the idea that it is necessary to provide continuous, sequential development of the various attitudes, information and self understanding so that the individual will be able to achieve an appropriate career goal. The organization of all materials for studying occupation information is based on a Cluster System. The program involves all students and staff members in various logical steps. The organization of the project is as follows: Career Awareness (K-6) Students are informed about various job clusters, looking at the various workers in their own community. Career Exploration (7-8) Students explore job clusters, looking at the many jobs in each cluster. By exploring each student's interest, selection of a cluster of jobs for furhter study is possible. Career Selection Assistance (9-12) Opportunity for specific information concerning careers selected is available.

PROJECT R-3 - READINESS, RELEVANCE, AND REINFORCEMENT San Jose, California 6-8 program. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematic skills. By keeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: TO MAKE THEM READY TO LEARN, TO MAKE LEARNING RELEVANT, AND TO REINFORCE POSITIVE ATTITUDES AND BEHAVIOR.

PROJECT DISCOVERY Southwest Iowa Learning Resource Center 6-8 program. The purpose of the project is to develop a "hands on" packaged system of career exploration activities for the junior high school aged child. The activities will help children identify whether or not they are satisfied doing certain work tasks and whether they have satisfactory skills to complete the tasks.

CAREER INFORMATION SYSTEM OF IOWA State of Iowa Department of Public Instruction -- K-12 program. Basically, it is a library of occupational information and some tools for getting the facts students want. Career information is made available to students via two delivery modes: 1. a manual system featuring a plastic needle-sort deck with accompanying 4 x 6 microfiche utilizing a microfiche reader or reader-printer, and 2. a computerized delivery using a teletype (print) and/or a cathode ray tube (visual) computer terminal. Both of these delivery systems are designed for individual operation by students. The occupational information provided by both delivery modes is continuously updated and new materials, are distributed to user schools.

PLAN OF CAREER EDUCATION IMPLEMENTATION FOR THE NORTH FAYETTE COUNTY COMMUNITY SCHOOL DISTRICT FALL, 1977 TO SPRING, 1980

BACKGROUND

During the fall of 1976, Mr. Blake Brown, Junior High Principal, was named by Superintendent Mueller to form a committee to plan a K-12 program for the implementation of career education in the North Fayette district.

At about the same time, Mr. Brown and two other teachers attended a workshop sponsored by the Department of Public Instruction specifically for the junior high years. Almost simultaneously, North Junior High was selected as one of 24 junior high schools in Iowa to participate in ICE(Iowa Career Exploration). A second Junior High team was sent to a work shop to learn about the details of the ICE program. Several teachers meetings were held to familiarize the remaining staff about the ICE program and it was put into effect in January.

In December a district wide steering committee was formed to determine the direction we should proceed in planning the career project and it was determined that our district should apply for a grant from the DPI.

A prospectus was written in January and approval was received from the DPI to proceed in writing the project. A citizens advisory committee was formed to help guide the district in the proper course.

The third of March, 1977, the committee formally approved the project and it will be submitted to the DPI by the 15th of March.

PROJECT

The career project approved by the Citizen's Advisory Committee is essentially the plan of implementation for vertical and horizontal articulated career program which follows.

Prior to the teachers returning for preschool work shop, a 4 day career inservice work shop will be held for 24 teachers, 12 elementary and 12 secondary teachers which will be headed up by Drake University. During this time, teachers will plan for internalizing the career objectives into the curriculum along with the coordination of the program in a progressive well articulated program in order to eliminate needless duplicataion. During this time a research will be made of community resources so that field trips, resource persons and available free teaching materials can be found in order to develop programs and resource centers.

During the teacher inservice program, time has been set aside for a Career Ed presentation and part of the remaining work days will be used by the summer work shop teachers to work with the other staff to assist them in planning and implementing the career program.

Prior to the starting of school, Junior High teachers who work with Project Discovery will also be brought back in for two days to familiarize themselves with the added projects.

During the workshops after the 1st and 2nd nine week periods, portions of those days will be used for career meetings and planning.

In the junior high there will be a conintuation of the ICE project which includes the following programs, ICEP, ESP, Project Discovery and CIST.

During the year, staff members will be selected to visit model schools in Iowa and surrounding states, along with attending institutes and seminars in order to enhance

their career backgrounds.

During the 1976-77 school year, curriculum work was done in Social Science. Career Education was incorporated in the curricular planning. This would continue in all the other curriculum planning as the various disciplines are due for revision.

This program is a three year program and by the time we have completed the project, the majority of the North Fayette County Community School will have had the opportunity to participate in a work shop, school visitation, conference or seminar.

Sue.
Jim -

North Fayette Community Schools
Career Awareness and Exploratory Project

2.1 Problem Analysis

A. The results of a questionnaire to sophomores at North High during 1974 indicated that 50% of the students either planned to work upon finishing school or didn't know what they wanted to do. We need to provide awareness and exploratory experiences for our students that will enable them to make wise career choice.

B. Ninety one percent of the sophomores felt a strong need for the improvement of Self-confidence. An awareness program, designed to improve self concept, is an essential need in our district.

C. In a district wide needs assessment conducted in February of 1976, the community respondents felt the school should be (1) Developing pride in work and feelings of self-worth (2) Develop feeling of self-respect (3) Gain information needed to make job selections. The assessments from the faculty and students also rated the above needs as being important.

D. A Career Education Attitudinal study conducted by the Area One Vocational Technical School in 1973. The following is a summary of the results.

1. 41% of the high school seniors and 30% of the district parents felt the schools needed to do more about helping students develop positive feelings about themselves.
2. 41% of the students and 27% of the parents felt the school was not doing a satisfactory job in helping students develop vocational interests.
3. 50% of the students and 33% of the parents feel the schools are not adequately helping students choose careers.
4. 55% of the students and 35% of the parents indicated that the school was not doing an adequate job in helping students learn about the world of work.
5. 45% of the students and 44% of the parents felt the school was not doing a satisfactory job in helping students develop a positive attitude toward work.
6. 48% of the students and 42% of the parents felt the school was not adequately developing within the student an appreciation for the dignity and value of work.
7. 50% of the students felt they were not being provided activities which would help them plan or select a career.

E. The limited Career Awareness activities in the district are not in scope and sequence.

F. Our curriculum does not make provisions for increasing an awareness of sex-role stereotyping and providing enrichment activities for the talented and gifted.

G. The Senior High Vocational Curriculum is extensive but most of the high school students are leaving our system without an awareness of the many occupational opportunities available. A comprehensive Career Education program would remedy this program.

2.2 Objectives

A. By the end of the 3rd year of the project period, the objectives for the Models for Career Education in Iowa, K-12 will be implemented into all curricular areas within the school. Specific activities, based on the objectives, will have been implemented prior to the end of the grant period. When discussing the North Fayette K-12 continuum, we are including Special Education in these grades.

B. Project Discovery materials will be implemented at eighth and ninth grade level with 80% of the students completing a minimum of 2 Project Discovery activity packages during the first year of the grant period. During the second and third year of the grant period, 100% of the eighth and ninth grade students will have completed at least 4 Project Discovery Packages.

C. An additional computer terminal will be leased since the academic demands have short-changed the CISI usage.

D. A Career Information Center will be open by October 1, 1977, in the Elementary, Junior High and Senior High buildings. These centers will be under the direction of the counselor at that building. By the above date, a schedule of visitors, Career Education materials and available materials will be processed and disseminated to the staff.

E. By September 1, 1977, a written schedule of field trips and guest speakers will be developed and disseminated to the staff. This schedule will be revised, and additions made, throughout the year.

F. We will maintain the current ESP level of OJT for potential drop-outs and students with disabilities.

G. We will provide Career Development inservice orientation to the entire K-12 staff by August 25, 1977.

H. By October 1, 1977, we will have involved our parents in a Career Education informational program where they will become aware of the aims and objectives of the North Fayette Community Career Education program.

In addition to the above stated Behavioral Objectives, The North Fayette County Community School District feels the following goals are representatives of the district philosophy on Career Education:

Primary Years K-3

1. Awareness of self
2. Acquiring a sense agency
3. Identification with a worker
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Objectification of self before others
7. Acquiring respect for other people and the work they do

Intermediate Years 4-6

1. Developing a positive self concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about workers
5. Increasing interpersonal skills
6. Increasing objectification of self before others
7. Valuing human dignity

Junior High Years 7-9

1. Clarification of a self concept
2. Assumption of responsibility for vocational planning
3. Formulation of a career hypothesis
4. Acquiring knowledge of occupations & work settings
5. Acquiring knowledge of educational & vocational resources
6. Awareness of the decision making process
7. Acquiring a sense of independence

High School Years 10-12

1. Reality testing of a self concept
2. Awareness of preferred life style
3. Reformulation of career hypothesis
4. Increasing knowledge of and experience in occupations and work settings
5. Acquiring knowledge of educational and vocational paths
6. Clarification of the decision-making process as related to self
7. Committment with tentativeness within a changing world.

2.3 Program Content

A. Implement the model for Career Education in Iowa into every course in our schools. This endeavor will involve every faculty member included in grades K-12. The procedure to use will be as follows.
   1. Initiate an in-service program on Career Education.
   2. Develop within the staff an understanding of Career Education objectives and activities appropriate at specific grade levels.

3. Coordinate objectives between instructional levels (articulation).
4. Develop activities based on specific Career Education Instructional Objectives.
5. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.

Initially we will be determining what objectives of Career Education are now being met within our teaching staff. We plan to implement the Self Concept and World of Work curriculum areas during the first workshop period, with concentrated efforts of in-service during the 2nd and 3rd year.

B. Expansion of Project Discovery at Junior High level. Project Discovery is a composite of Career Exploration self-instructional packages that simulate work activities from various jobs, occupations and careers.

C. Also the addition of a computer terminal at the Junior High to facilitate the usage of CISI. This unit will be leased through the Northeast Iowa Computer Network.

D. Establish Career Information Centers in coordination with the Elementary, Junior High and Senior High guidance counselors. It is anticipated that the career information center will offer the following:
   1. A variety of career guidance materials for the students individual perusal.
   2. Career Guidance services, based on the individual needs of the student.
   3. A tool for bringing staff members and counselors together to plan career activities and opportunities for students based on specific curricular areas.

E. The Employer School Program will be continued at the Junior High level.

F. A comprehensive program of field trips and guest speaker presentations will be developed during the first summer workshop session in 1977. This program would effect all students within the K-12 grade level, during the first year, and continuation and expansion of the field trip, guest speaker programs during the 2nd and 3rd year of the grant period.

G. Evaluate the program continually through utilization of the Evaluation personnel from Keystone AEA and Department of Public Instruction Elementary Secondary Career Education personnel and the Career Information System of Iowa evaluative staff.

2.3-1 Occupation Clusters:

Each of the 15 occupational clusters, as identified by the U.S. offices of Education, will be presented in an awareness phase, within the Elementary Career Awareness program.

Within the Junior High, Project Discovery will be expanded to opportunity for hands on experiences for students in each of the designated 15 clusters. The clusters will also be emphasized within the regular Junior high curriculum as to how that specific cluster related to the teachers curricular area.

The senior high teachers will also emphasize each of the Career Clusters as they are integrated into their on-going curriculum.

The every teacher-every cluster approach will be utilized so students can continually be aware of all career areas and make decisions relative to how careers relate to all subject areas.

2.3-2 Time Schedule

A. 1st year of Project
   1. Before school starts-Fall of 1977
      a. Iowa Career Model Project
         1. Workshop for Elem., J. & S.H. faculty (4 days)
      b. Project Discovery
         1. Acquisition of additional packages
         2. Workshop for involved Jr. High Faculty (2 days)
      c. Career Information System of Iowa
         1. Purchase or lease computer terminal.
         2. In-service appropriate Junior High staff on implementation
      d. Career Information Center
         1. Purchase materials
         2. Schedule speakers and media
      e. Field trips and guest speakers
         1. Develop articulated plan
         2. Contact sources and arrange dates

   2. Upon completion of the first semester, 1977-78
      a. Entire staff in-service on Career Education update.
      b. Evaluate all components as per stated behavioral objectives.

   3. Upon completion of the school year.
      a. Make requisitions for Discovery, Career Information Centers, Field trips and Speakers.
      b. Evaluate all components as per Behavioral Objectives.
      c. Plan for Summer Session, 1978.

B. Second Year of Project.
   1. Before school starts, August 1978
      a. In-service select faculty on integrating career concepts into their on-going curriculum (3 days)
      b. Entire staff in-service on Career Education. (1 day)

   2. Before January 1, 1979
      a. Meet with faculty listed above to evaluate Career Education integration concerns.
      b. Evaluate all elementary and Junior High teachers as to their Career Education activities and integration efforts.

   3. Before May 30, 1979
      a. Make requisitions for Discovery, Career Information Center, Field trips and Speakers
      b. Evaluate all components as per stated Behavioral Objectives
      c. Plan for Summer Session, 1979.

C. Third year of project
   1. Before School Starts, August 1979
      a. In-service for select faculty on integrating career concepts into their on-going curriculum (3 days)
      b. Entire staff in-service on Career Education (1 day)

   2. Before Jan. 1, 1980
      a. Meet with high school faculty members in the curricular areas to evaluate progress on integration of Career Education objectives and activities into their on-going curriculum.
      b. Evaluate all elementary, junior high and high school faculty as to their progress in implementation the Iowa Models project, CISI, Discovery, Career Information Center and field trip-guest speaker experiences.

   3. Before May 30, 1980
      a. Make requisitions for all program components for the next year.
      b. Evaluate all components as per stated Behavioral Objectives.

2.4 Supervised Student Services

The responsibility for implementing the proposal at the local level will rest with the following:

CAREER EXPLORATION INSTITUTE TEAM: NORTHWOOD-KENSETT

103 11TH STREET N.
NORTHWOOD, IOWA 50459

CONTACT PERSON: HOWARD VORLAND

SCHOOL DISTRICT TOTAL POPULATION RANGE: 2,500 - 9,999

The first step in our project goal is to identify the things which our school system is doing in Career Education at all levels, K-12. Our basic goal is that each classroom teacher will implement, or identify as it has been implemented, career education activities into his/her everyday teaching experiences. We hope to involve all teachers more actively in classroom hands-on experiences, and in the future by implementing a high school job experience program, as well as more integration of career education and vocational education.

We hope to include all of our student population in our program. We intend to do this mainly by the use of local financial support. Our 1976-77 budget allowed $200.00 for career education while our 1977-78 budget will allow $300.00. We are in the process of organizing materials and ideas into a usable resource file for the team's use presently, and which will later be used by the staff.

We have five part-time people serving on the project staff: our elementary principal, who is serving as the chairman, our high school guidance counselor, and three classroom teachers. The function of this committee thus far has been to identify and organize our present situation, and to build on this background for the future. We want to involve all students, K-12, in the project. We hope to receive input from local business, labor, and industry, as well as area lay people, identified through the efforts of our Northern Trails AEA in involving the various resources of our NIAD area. One of our classroom teachers on the project staff is presently serving as the secretary of the AEA Career Education Council, recently organized. Our AEA2 has also recently acquired the services of a full-time career education coordinator.

Most of our career education instruction will be carried out by all classroom teachers in their own classrooms. Some high school career education will be particularly aided by working with and through the high school guidance counselor. Our junior high seems to be the area where many activities could be effectively implemented.

Our district will be involved, hopefully in the summer of 1977, in writing a career education curriculum, with the possible assistance of AEA2. We are also hoping for and tentatively planning an all school inservice in career education, fall 1977. We want this inservice to include all teachers at all levels.

At the present time, our elementary school is using Magic Circle to promote awareness of each student's self-worth, plus various teacher-made, audio-visual, and commercially prepared products. Our high school is presently involved in the CISI program through the cooperation of the DPI.

Our program is just beginning. The Career Exploration Institute has given us the knowledge and some insight into where and how to implement the project in our schools.

NORTHERN TRAILS A E A 2 NOTE -

Mr. Vic Pinke joined the Northern Trails AEA 2 staff on January 17, 1977, as Career Development Coordinator. He had previously been Counselor at Osage High School. He was responsible for a Career Education Council meeting featuring Dr. Clifford Helling, Vocational Education Coordinator for the Robinsdale School System, Minneapolis, Minnesota, as presentor, with 66 people present, representing a majority of AEA 2 schools. Dr. Helling will be the inservice speaker on Career Education for at least six AEA 2 schools in the fall of 1977. We hope this will be a tremendous send-off for the schools in the area to really launch Career Ed in 1977 if it has not already been implemented.

We know Mr. Pinke's appointment to the AEA staff will greatly benefit all of the schools in the area in their individual programs.

Representatives of Northern Trails Schools established an Advisory Council for Career Education, after attending a workshop at Springbrook in the spring of 1976. One of the first recommendations of that group, was that Northern Trails AEA provide a coordinator of Career Development to assist the local schools in their efforts to infuse Career Education into their curriculums. I was employed as of January 15, 1977, to serve as Career Development Coordinator for Northern Trails AEA.

Newsletter sent by Via Rica April 25

PAST AND PRESENT EFFORTS

The Department of Public Instruction established a division to develop and promote the Career Information System of Iowa. The system provides a manual (card sort) and computer delivery of an interactive data base. The system includes 300 occupations. It provides the opportunity for students to explore the relationship between self and occupations.

A computer-terminal-in-the-school's program is currently underway with 27 schools in Area 2 scheduled to participate during the 1976-1977 school year.

A part of my salary is being paid by the Department of Public Instruction to in-service and promote the use of the Career Information System of Iowa.

My early efforts have been aimed at promoting, encouraging and supporting the use of the Career Information System of Iowa in all school districts. I have visited most schools where CISI is being used. The Guidance Counselor was the person most often contacted in these visits as we believe that, in most cases, the Counselor will be the local resource person for Career Education implementation.

Our approach therefore, is to provide Counselors with details and ideas on Career Development to go along with their existing strengths.

We have participated in hearings conducted by the State Advisory Committee on Career Education. These meetings at Mason City and Britt were attended by LEA superintendents and provided input for State Career Education planning. I have been called upon by several schools to assist in planning of vocational education activities and Career Education programs.

Belmond Middle School and Mason City Alternative School have Improving Career Education (I.C.E.) project grants from the D.P.I. Consultation has been provided to these schools.

Northern Trails does not have a Guidance Consultant so as Career Development Coordinator, I will provide assistance in meeting the inservice needs of counselors in the full range of their responsibilities. I have a close-working relationship with counselors and presently serve as program chairman and President-elect of Iowa Personnel and Guidance Association (I.P.G.A.) Chapter 2.

During the month of April, I will participate in two locally sponsored Career Days at Clear Lake and Osage. Northern Trails Area Education Agency and North Iowa Area Community College will sponsor an area-wide Career Day, April 29, 1977 on the North Iowa Area Community College campus.

Sixty-six persons attended an in-service designed to provide a common understanding of Career Education the evening of March 29. Dr. Clifford Helling, the Director of Vocational Education, of the Robinsdale, Minnesota schools was the presentor. All but three of the LEAs sent representatives to the Career Education Council meeting.

We will continue school visits to obtain, renew and continue the commitment of Superintendents and other educators in Northern Trails AEA to Career Education. Schools will be asked to inventory their present efforts in Career Education and then I will work with those local schools which desire assistance to incorporate additional Career Development activities into their K-12 curriculums. Models for funding, model curriculums, materials, activities, in-service and techniques are some of the services that will be offered to local school districts.

We recognize that teachers are hired to teach math, science, reading and all of the rest, and that is as it should be. However, we hope to make that teaching more effective, by helping all teachers become skilled in the use of Career Development concepts. How the course work relates to the real world is demonstrated through reality testing, which involves community resources, as well as classroom instruction. Knowledge and understanding of self is important to Career Development, as is knowledge of the world of work. Equally important, these two goals will be stressed through the four phases of Career Development: Awareness, accommodation (orientation), exploration and preparation.

CAREER EXPLORATION INSTITUTE TEAM: PANORA-LINDEN

PANORA, IOWA 50216

CONTACT PERSON: MARK OWEN

SCHOOL DISTRICT TOTAL POPULATION RANGE: LESS THAN 2,500

5. Write about the approach to be used by the career education project. You should include information such as:

   a. Basic strategy (example: project staff teaches in classrooms, teachers are trained to adapt and use curriculum materials, or, career education is taught only in guidance centers.)
   b. Project Goals (example: to have all junior high school pre-vocational teachers trained in and teaching career education.)
   c. First step in pursuing goals. (What's the problem?)
   d. Relationship between career education and vocational education
   e. Methods used in career education (example: in classrooms through hands-on experiences, outside school through job experiences, etc.)
   f. Target grade levels
   g. Target student populations (example: the handicapped, the gifted, vocational education students, potential dropouts)
   h. Identify component parts of career education (supervision, in-services, resource materials, equipment and aids, community involvement, etc.), and relate the kind of local, state or federal financial support required.
   i. Develop a budget plan which specifies and summarizes the cost of career education in the local budget
   j. Review/discuss race and sex stereotyping of careers in instructional materials. Recommend ways to alleviate this concern. Develop guidelines for eliminating sex and race stereotyping in career education materials
   k. Request from the State Department of Public Instruction copies of brochures, pamphlets, publications and the like, which may be utilized as career information resources by school personnel or students. Organize materials into a resource file for career education
   l. Develop objectives in the affective domain that help students develop positive work values, the ability to work with others and the like

6. Write a description of the project staff. Include such information as:

   a. Number of staff
   b. Full-time or part-time on the project
   c. Positions or titles
   d. Main activities (examples: the middle school coordinator spends 80% of his time working in the classroom with teachers and 20% conducting group training for teachers, librarians, and guidance counselors.)

e. Proportion of schools in the district served by the 96 project (example: project staff work with all three of the junior high schools in the north area of the district).

f. Input from business, labor, industry, education and government (organize productive advisory groups for planning and implementing the exploration programs in career education personnel development, i.e., councils or committees or the like which are comprised of members representing educators, students, parents, labor leaders, workers in professions and community organizations, business, and/or industry personnel.)

g. Very important Designate an individual to coordinate career education efforts and activities throughout the system. This person may be a principal, classroom teacher, guidance counselor or a person from central office staff.

h. Identify responsibilities of the coordinator of career education director

7. Describe the school staff which will be actively involved in career education. Include such information as:

   a. Who carries out career education instruction (example: classroom teachers, project staff working in classrooms, or, guidance counselors working in special centers.)
   b. Number actually participating (example: all the junior high staff, and how they will be involved.)

8. Write about training in the district. Include such information as:

   a. Where training will take place (example: in schools, at universities.) Inservice for
   b. Who should conduct training (strategies for meeting needs)
   c. who should receive training (education and involve the total community through communication models, and media about career education activites)
   d. Portion in district who should receive training
   e. Primary purpose (example: to train teachers to adapt and/or develop curriculum materials, or, to orient teachers to career guidance techniques.)
   f. Kind of training materials to be used

9. Write about the use of community resources in your project. Include such information as:

   a. Efforts made to explore resources
   b. Most useful resources in the district
   c. Who should arrange for use of resources
   d. Frequency of use desired

10. Describe the curriculum guides and student materials that will be used in the district. Include such information as:

    a. What percent are locally developed and by whom
    b. Are materials intended for use by teachers or by students
    c. At what grade levels
    d. Are these materials in print, audio-visual form, or other
    e. Commercial products

11. Prepare a timetable for integrating the career development concept into the school curriculum

Things To Do	By This Date
a. Review literature on career education.....	Ongoing
b. Visit school systems implementing the career development concept in their curricula.....	As the need arises
c. Appoint a task force to develop a tentative definition of career education for the school.....	already been done
d. Develop a tentative definition of career education for school.....	already been done
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	already done
f. Initiate faculty in-service programs on career education.....	1977-78
g. Develop final definition of career education.....	already done
h. Revise tentative model to include revisions in the final definition.....	_____
i. Make definition and model available to parents, students and community representatives for their critique.....	1977-78
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	Summer '77

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	
l. Establish curriculum level career development objectives for each phase of career development.....	1977-78
m. Coordinate objectives between instructional levels (articulation).....	
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	
o. Revise objectives to include reactions of reviewers.....	
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	'76-'77-'78
q. Assign objectives to subject matter areas.....	'76-'77-'78
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	on going
s. Write instructional objectives for each career development curriculum objective.....	1977-78
t. Develop classroom learning activities for each instructional objective.....	
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	on going
v. Test and revise learning activities.....	
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	'77-'78

12. Explain how you expect to evaluate your program. Include such information as:

a. Identification of objectives to be attained over a prescribed period of time
b. Criteria to be used in making the evaluation
c. Measurement descriptions that provide a qualitative and/or quantitative determination of how will the criterion have been met
d. Standards to determine whether the objectives to be attained are realistic and sound
e. Include as many subject-matter related or co-curricular activity as possible with special emphasis to:
    1. Gifted and talented
    2. Mentally retarded
    3. Physically handicapped
    4. Emotionally disturbed
    5. Culturally deprived

f. How are people evaluating by student impact.

5. It is the desire of the Panora-Linden Community School systems to fulfill section 280.9 of the School Laws of Iowa. Career Education is the coordinating of instructional offerings in grades K through 12. The understanding of ones self as well as the understanding and respect for the world of work will be a part of Panora-Linden's Career Education Program. All class offerings will provide activities that will permit students to develop a self concept in line with our work oriented society. A positive attitude about self, school, and our society and a sense of success will also be a part of the program.

Purpose:
It seems at this time that our society is demanding that our students have a curriculum that will let them explore the world of work, the self concept, and the needs of our society. By integrating a plan for career education into our curriculum, we at Panora-Linden Community Schools feel that we may accomplish this purpose.

Objectives:
1. All faculty and administration will understand the philosophy and concept of Career Education.
2. The curriculum of the Panora-Linden will be reviewed and a new Guide will be developed to help all teachers in the implementation of the Career Education Program.
3. All Middle School students will have some hands on exploration of occupations by using community resource people and also the Career Exploration Trailers from Des Moines Area Community College.
4. All students will have had the opportunity to explore the world of work through a career days, through the speakers bureau, and through actual hands on experience.
5. All students will have had an opportunity to improve their knowledge of self and the world around them.
6. Guidance services will be made available to all students to help them explore the world of work.
7. Set up a career resource center in Middle School and High School to help students in exploring the world of work.
8. Provide an in-service program for all teachers that will help them in the implementation of the Career Education Program.

Practical Experience
1. In grades K-5 the practical experience will consist of use of the speakers bureau, field trips, and classroom experiences.
2. In the Middle School the use of the Mobile Career Exploration Trailers, the Career Resource Center, the Kuder Interest Inventory, the speakers bureau, the use of field trips will make up a great deal of the practical activities. "Project Discovery" will also become a part of the Career Ed. curriculum.
3. In the High School we will have a Career Day, will make available the Career Resource Center, and will encourage our students to visit with as many employers as possible. Also, the Mobile Career Exploration Trailers will be made available to all freshman students.

Content of Program
1. During the K-5 years the awareness phase of career education will be stressed.

2. The LD students will be included in the career awareness phase. The opening of doors of career education to these students is of great importance because it will be of lifetime help for the child. Survival skills will be a large part of the resource room activities. We feel that all students must learn certain things in order to live a normal happy life.
3. A speakers bureau will be used in the awareness stage. In using this bureau, elementary students may gain knowledge of the world of work and what goods and services that workers provide.
4. At the Middle School level the exploration of cluster areas plus the occupational exploration will be stressed.
   (a) Field trips
   (b) Speakers bureau
   (c) CISI
   (d) Career Resource Center
   (e) Kuder Interest Inventory
   (f) Mobile Career Exploration Trailers
   (g) In-school activities
   (h) Project Discovery
5. At the secondary level we will try to give the students hands on experience in occupational fields. The M.O.C. program is geared for this purpose. Also a Career Day will be incorporated into the curriculum in which all students will be included in. Classes that are in the curriculum will incorporate career education and will use resources available to them.

Budget

	K-6	7-12
1. Salaries		
3 Mobile Expl. Teachers	----	$2,[illegible].00
1 " " Counselor	----	$ 450.00
1 Local Coordinator	$500.00	$7,000.00
50% of counselor		
2. Travel		
Field Trips 2 trips	$ 75.00	4 trips $ 150.00
Local coordinator	$100.00	$ 100.00
Local staff	$100.00	$ 100.00
Mobile expl. staff	----	----
3. Contracted Services		
Consultants	$100.00	$ 200.00
Career Education Aid	----	$1,500.00
4. Materials and Supplies		
Printing and paper- office supplies	$400.00	$1,500.00

5. Administrative Cost

Salaries, 5%	$800.00	$ 800.00
_____, postage misc.	$ 50.00	$ 50.00

6. FICA-IPERS

Total for K-6, 7-12	$156.00	$ 290.00
TOTALS	$2,681.00	$14,940.00
GRAND TOTAL		$17,621.00

6. The members of the Panora-Linden Career Education Program are as follows:
   1. Principals (2)
   2. High School Teachers (2)
   3. Middle School Teachers (3)
   4. Counselor (1)
   5. Local Community Personnel (2)

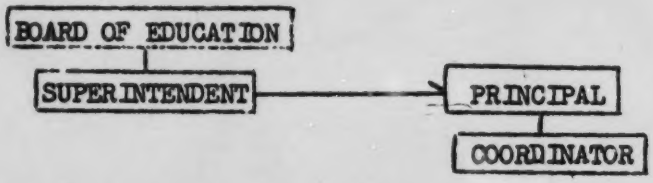
This committee will meet every two weeks to help implement the Career Education Program in the school system. The counselor and Middle School Principal along with the Middle School teachers will spend a majority of the time coordinating the program. The Principal and Counselor will spend about 50% of their time on Career Education and the teachers will be expected to spend at least 1/8th of their time on Career Ed.

Local employers will be used to implement the program and also will be included on the original career education committee.

The counselor will be designated as the coordinator for the Panora-Linden Education Program. He will organize all materials to be used and will contact all speakers that are to be used. The coordinator will also purchase Project Discovery and will incorporate it into the school curriculum to be used to the best advantage of all students involved.

7. Supervision of Career Education Program

The Career Education Coordinator (counselor) will be under the direct supervision of the principal and will have the responsibility and authority to make recommendation on curriculum changes or other activities that will enhance this program.



1. The Counselor will be the staff coordinator for career education with the advisory committee having a part in the organization and administration of the program.
2. The counselor will handle the in-service program planning and will provide dates, times, agendas, etc. for each in-service meeting.
3. The staff members involved in the Career Education Program in the Panora-Linden School System are as follows:
   (a) All Industrial Arts teachers
   (b) Middle School Home Economics teacher
   (c) Middle School Social Studies teacher
   (d) Counselor
   (e) Middle School Science teacher
   (f) Middle School Art teacher
   (g) Principals

8. The training that will be conducted in the Panora-Linden School system will be as follows:
   (a) School In-Service conducted by D.P.I.
   (b) Career Institutes
   (c) Visits to schools with Career Education Programs
   (d) Career Education Committee meetings every two weeks
   (e) Workshops that are available

9. Community resources that are going to be used will include guest speakers, a career day for high school students using local people as guests, and a speakers bureau that will be designed by the local coordinator and given to all faculty K-12 for their personal use. The local coordinator will be of help to any and all faculty members that wish to use the speakers bureau.

10. The materials that will be used by the students will include:
    (a) Project Discovery
    (b) C.I.S.I.
    (c) Occupational Outlook Handbook
    (d) Kuder Interest Inventory
    (e) Desk Top Career Kit (Largo, Florida)
    (f) Chronicle Guidance Services
    (g) Encyclopedia of Careers
    (h) Career Opportunity Series by Doubleday
    (i) Arco-Rosen Career Series
    (j) Concise Handbook of Occupations

    These materials are available to all students and faculty, 7-12. Also, the Army has filmstrips and tapes available to use in finding information on careers. We also have career tapes that have been made available by the counselor.

11. Timetable for Career Education
    (a) Review of Literature will be an on going process. New materials will be studied whenever they become available.
    (b) Visit different school systems when deemed in need by the Career Education Committee.
    (c) Appoint a committee to deal with Career Education. This has already been done.

(d) A proposal for Career Education in the Panora-Linden School System has been presented to the D.P.I. and has been approved for funding.

(e) The in-service program in the Panora-Linden School System has been set by the administration and will include Career Education.

(f) The program and proposal will be made available for public knowledge at all times. It will also be available to any school system that would like to have it.

(g) The identification of personnel to be used for resource people will be made up by the counselor. Also, a list of people to be included in a speakers bureau will be made up by the counselor and be distributed to the faculty.

(h) Curriculum level objectives will be set up by the Career Education Committee and the faculty during the 1977-78 school year.

(i) These objectives will be evaluated as an on going tool to improve the Career Education program in the Panora-Linden School system.

(j) The objectives will be reached by each faculty member involved. Career Education will be divided up into K-5, 6-7-8, 9-12 sections and the objectives will be met in each area.

(k) Revision of our Career Education Program will be taking place at all times. Improvement is something that should always be strived for.

12. Evaluation of Career Education Program

(a) The stated objectives will be looked at by the Committee to see if they have been accomplished or if improvements need to be made.

(b) In the Panora-Linden School System we have an L.D. program and all students in this program take part in our Career Education program. <u>All</u> Panora-Linden students have access to all Career Education materials.

CAREER EDUCATION PROGRAM
FOR PANORA-LINDEN
COMMUNITY SCHOOLS

I. Section 280.9 of the School Laws for the State of Iowa states the following:

The Board of Directors of each local public school district shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of work oriented society. Curricular and cocurricular teacher-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying.

Essential elements in career education shall include:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and [illegible]ence in personal decision making.
3. Experiences which will help students to integr[illegible] work values and work skills into their lives.

II. It is the desire of the Panora-Linden Community School system to fulfill section 280.9 of the School Laws of Iowa. Career education is the coordinating of instructional offerings in grades K through 12. The understanding of one self as well as the understanding and respect for the world of work will be a part of Panora-Linden's Career Education Program. All offerings will provide activities that will permit students to develop a self concept in line with our work oriented society. A positive attitude about self, school, and our society and a sense of success will also be a part of the program.

The Panora-Linden School System will provide an educational atmosphere that will permit the above stated objectives.

III. Prospectus

A. The committee to be involved in the planning and implementing of career education program:
   1. Principals (2)
   2. High school teachers (2)
   3. Middle school teachers (2)
   4. Elementary teachers (2)
   5. Counselor (1)
   6. Local employers (2)

B. Purpose:
It seems at this time that our society is demanding that our students have a curriculum that will let them explore the world of work, the self concept, and the needs of our society. By integrating a plan for career education into our curriculum, we at Panora-Linden Community Schools feel that we may accomplish this purpose.

C. Objectives:
1. All faculty and administration will understand the philosophy and concept of Career Education.
2. The curriculum of the Panora-Linden will be revised and a new Guide will be developed to help all teachers in the implementation of the Career Education Program.
3. All Middle School students will have some hands on exploration of occupations by using community resource people and also the Career Exploration Trailers from Des Moines Area Community College.
4. All students will have had the opportunity to explore the world of work through a career days, through the speakers bureau, and through actual hands on experience.
5. All students will have had an opportunity to improve their knowledge of self and the world around them.
6. Guidance services will be made available to all students to help them explore the world of work.
7. Set up a career resource center in Middle School and High School to help students in exploring the world of work.
8. Provide an in-service program for all teachers that will help them in the implementation of the Career Education Program.

D. Content of Program
1. During the K-5 years the awareness phase of career education will be stressed.
2. The MD students will be included in the career awareness phase. The opening of doors of career education to these students is of great importance because it will be of life-time help for the child. Survival skills will be a large part of the resource room activities. We feel that all students must learn certain things in order to live a normal happy life.
3. A speakers bureau will be used in the awareness stage. In using this bureau, elementary students may gain knowledge of the world of work and what goods and services that workers provide.
4. At the Middle School level the exploration of cluster areas plus the occupational exploration will be stressed.
   (a) Field trips
   (b) Speakers bureau
   (c) [illegible]
   (d) Career Resource Center
   (e) Kuder Interest Inventory
   (f) Middle School Exploration Trailers
   (g) In school activities

5. At the secondary level we will try to give the students hands on experience in occupational fields. The M.C.C. program is geared for this purpose. Also a Career Day will be incorporated into the curriculum in which all students will be included in. Classes that are in the curriculum will incorporate career education and will use resources available to them.

E. Supervisor of Career Education Program

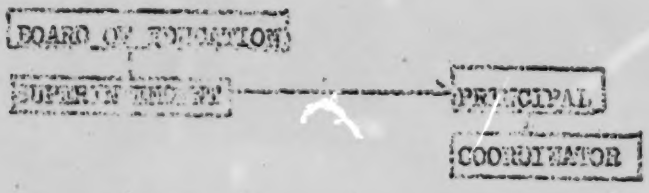
1. The Counselor will be the staff coordinator for career education with the advisory committee having a part in the organization and administration of the program.
2. The counselor will handle the in-service program planning and will provide dates, times, agendas, etc. for each in-service meeting.
3. We hope that a total committment from all faculty will take part and that involvement will include all.

F. Practical Experience

1. In grades K-5 the practical experience will consist of use of the speakers bureau, field trips, and classroom experiences.
2. In the Middle School the use of the Mobile Career Exploration Trailers, the Career Resource Center, the Kuder Interest Inventory, the speakers bureau, the use of field trips will make up a great deal of the practical activities.
3. In the High School we will have a Career Day, will make available the Career Resource Center, and will encourage our students to visit with as many employers as possible. Also the Mobile Career Exploration Trailers will be made available to all freshman students.

G. Supervision

The Career Education Coordinator (counselor) will be under the direct supervision of the principal and will have the responsibility and authority to make recommendation on curriculum changes or other activities that will enhance this program.



H. Population to be Served

All students K-12 including the L.D. students will be included in the Panora-Linden Community School Career Education Program.

I. Time Schedule
1977-78-79

1. In-service Meeting - September
2. Set up Career Resource Center - September
3. In-service Meeting with D.P.I. - October - Berryhill-Reeves
4. Mobile Career Exploration Units for Middle School and High School - October
5. Re-evaluate the Career Ed. program - November, December Career Day
6. Re-evaluate the Curriculum Guide and make additions and changes - January, February
7. Re-evaluate the Career Resource Center - February
8. Field Trips for K-12 - March, April
9. Total Staff In-service - April Evaluate total program

J. Evaluation:

A random survey will be taken in the Panora-Linden School system to find out what progress the students and faculty feel the Career Education Program has made. All changes in attitude will be noted along with grade changes of students.

K. Facilities and Equipment

The existing building space with the addition of equipment should be adequate to fulfill the needs of the Career Education program. Additional equipment and teaching materials needed are stated in the budget section.

L. Dissemination of Results

All minutes of meetings and all reports prepared will be made available on request.

H. Budget

		K-6		7-12
1. Salaries				
3 Mobile Expl. Teachers		----		$2,800.00
1 " " Counselor		----		$ 450.00
1 Local Coordinator		$500.00		$7,000.00
50% of counselor				
2. Travel				
Field Trips	3 trips	$ 75.00	4 trips	$ 150.00
Local coordinator		$100.00		$ 100.00
Local staff		$100.00		$ 100.00
Mobile expl. staff		----		----
3. Contracted Services				
Consultants		$100.00		$ 200.00
Career Education Aid		----		$1,500.00
4. Materials and Supplies				
Printing and paper-office supplies		$400.00		$1,500.00
5. Administrative Cost				
Salaries, 5%		$600.00		$ 800.00
_____, postage misc.		$ 50.00		$ 50.00
6. FICA-IPERS				
Total for K-6, 7-12		$156.00		$ 290.00
TOTALS		$2,681.00		$14,940.00
GRAND TOTAL				$17,621.00

The Career Education Committee is made up of the Career Exploration Team, consisting of Mr. Mark Owen, Mr. Tony Wilcomson, Mr. Hal Rossow, and Mrs. Mary Jane Carson who met on December 23, 1976.

The main purposes of the meeting were to hear the evaluations and/or recommendations for the "Career Education Program for Panora-Linden Community Schools" made by the DPI and to outline the second semester program for Career Education in 6th, 7th, and 8th grades for the 1976-77 school year.

The following recommendations were made for the sixth grade:

I. Self-Incorporated - presentor, Mr. Owen
II. How to Study and Attitudes - presentor, Mrs. Hughes
III. Scheduling
  A. Do for two days in the 6-day cycle.
  B. One day would be for Study Period.

The seventh grade will do the following plan:

I. Self-Incorporated
  A. Scheduled after the basketball season
  B. Viewing and discussion will be eighth period on a one-day cycle.
II. Take Quest - CISI Testing
III. Take Kuder Double D Testing
IV. Explore 4 to 5 Career Areas
  A. Use the Career Resource Center
  B. Make reports on their findings.
  C. Working on the exploration will be done 5th period.
V. Field trips as a follow-up.

The eighth grade will follow this format:

I. Take Quest - CISI Testing
II. Take Kuder Double D Testing
III. Scheduling for Career Education
  A. Use the 7th period opposite P.E. and Music.
  B. Use any other study periods.
IV. Exploration in depth of 4 or 5 careers.
V. Bring in resource people.
VI. Inventory of school personnel and community people, plus parents.
VII. Field Trips

At the end of the meeting there was discussion for a meeting in March with all the faculty and to share all the materials.

We have been accepted by C.A. & E.

The next meeting will be January 17, 1977.

CAREER EXPLORATION INSTITUTE TEAM: PRESCOTT

P.O. BOX 1
PRESCOTT, IOWA 50859

CONTACT PERSON: JAMES P. RANCK

SCHOOL DISTRICT TOTAL POPULATION RANGE: LESS THAN 2,500

IOWA CAREER EXPLORATION INSTITUTE

Project Team:

James P. Ranck, Superintendent, Prescott Community School, Prescott, Iowa
Gary Williams, Consultant, AEA 14, Creston, Iowa
Larry Johnson, Teacher, Prescott Community School, Prescott, Iowa

Name of School District: Prescott Community School, Prescott, Iowa

Contact Person: James P. Ranck, Superintendent, Prescott Community School

Phone Number: 515-335-2211

Basic Strategy: Project teachers were trained to adopt and use the new curriculum materials and to implement them into their classrooms.

Project Goals: To orient the Junior High Teachers to Career oriented materials and how they can be used in an integrated approach to implementing and teaching Career Education as it applies to each subject area.

The first step in pursuing the goals was the review of current Career Education materials and the subsequent of purchase of some of the same. After purchase of these materials in-service training for the teachers at the Junior High level was accomplished. Orientation and implementation procedures were presented and discussed and first steps taken for integrated implementation.

The first step in showing the relationship between Career Education and Vocational Education was to define the two and point out the differences to staff members. Vocational Education is only touched upon to a minimum degree at Prescott, whereas Career Education and Awareness is much more applicable. There are definite similarities and also differences between the two, but the awareness phase of Career Education is definitely the approach we wanted to use at the Junior High level.

We integrated through all classroom disciplines utilizing examples of the following: guest speakers, field trips, resource materials from businesses and colleges, use of CISI, collections of descriptive materials and pamphlets on differeent occupations, films, filmstrips, tapes and other AV materials from the AEA.

The target grades levels for Prescott were the middle school; grades 6, 7, & 8.

The target school population was on integration of the total population including, or more specifically, all students from potential dropouts and handicapped to gifted and talented.

Financing shall be totally from the local and AEA level. Because of the location of Prescott, community speakers and resources are limited, but there has been excellent cooperation at the local level. In-service, equipment and resource materials have been handled by the AEA and the local administration.

No specific budget has been developed and any costs incurred to date have come from the Educational Division of the AEA and the local school General Fund.

The Prescott Community School has been involved in writing guidelines for the review and implementation of Title IX. This not only applies to Career Educational materials and supplies, but to all subject areas.

Career Education materials have been requested from the DPI, publishing companies, and other outside resources and have been assembled in a resource file.

Because of the Community Needs Assessment that was mandated by the legislature, the total school staff has been writing behaviorial objectives. These objectives not only cover the effective domain, but also cognative and psychomotor domains. These objectives relate to the needs of the community, students, and staff at Prescott in all subject areas, including Career Education.

CAREER EXPLORATION INSTITUTE TEAM: WATERLOO-WEST JUNIOR HIGH

1516 WASHINGTON STREET
WATERLOO, IOWA 50702

CONTACT PERSON: FERN HAMMELMAN

SCHOOL DISTRICT TOTAL POPULATION RANGE: 25,000 - 99,999

The team from Waterloo consists of 3 staff members from West Junior High School who will focus on that school in developing a pilot project which may have a direct influence on career education district wide. Fern Hammelman, the fourth member, is the district consultant for career education so her main effort concerns district wide goals. Fern has established a district wide career education advisory committee which presently is functioning. There was a guidance career workshop for one week last summer strictly for counselors. There will be a career education workshop this summer for 5 junior high schools. The materials and ideas we gathered at Springbrook will be shared during this workshop. The four of us involved in the Iowa Career Exploration Institute applied for a min-grant to conduct a career education workshop for 6 teachers, 2 counselors, and one administrator from West Junior. We received $1500.00 for the workshop to be held in August 1977 to plan a pilot project for West Junior High for the 1977-78 school year. This report refers to the activity and planning for West Junior since that is our teams main focus and primary concern at this time.

(5) At the present time we have no formalized career education program in the Waterloo schools. We also have no structured program of career education at West Junior High School. The members of our team attended the workshop at Springbrook because of a strong felt need to help kids become more aware of the world of work. We came away with a stronger conviction of this need. We also decided we would sell the idea of career education as a means of making the curriculum relevant to kids. We have tried to promote a point of view for the integrated approach. That is, through teacher awareness, career ed will be spontaneous leading to a natural integration rather than career ed as a separate entity. As we listened to people tell of their career ed programs it became apparent that the successful programs were the result of interested staff members in a school. Our team has attempted to interest the faculty at West Junior through informal discussions immediately following the Springbrook workshop.

Dr. Morley talked to our faculty at our January inservice day. He pointed up the need for career ed plus some of the history. Dean Greenough, the A.E.A. 7 career ed consultant also spoke. This was followed by some small group work with the C.I.S.I. computer, card sort, and S.R.A. Job File materials.

Our team spent February and March meeting with the various departments to identify career ed activities that teachers were already doing and to look over the career ed materials we had gathered through the year. We also were identifying interested teachers.

Therefore, our basic strategy has been to identify interested teachers from each academic area to attend our summer workshop. We hope to have a nucleus of interested teachers trained in and ready to use career ed materials in their classrooms as they see fit during the 1977-78 school year. At West Junior the vocational course teachers are willing to be a part of career ed and see no conflict at all.

The target grade levels are 7, 8, 9, to include the total school population as interest grows to the majority of the teachers.

The cost of the project will be mimimal to the district due to the lack of funds. The amount spend will be largely from our mini-grant, building funds through teacher request, and supplemental materials from Title IV. We have a district committee to review materials with respect to race and sex stereotyping. They are very helpful so we forsee no problems of this nature.

(6) The West Junior pilot project as was previously mentioned will be a part of the total district career ed movement. The career ed coordinator is also the home economics coordinator with 50% of her time spent in each area. She will be the only person contracted to spend school time specifically on career education. As coordinator she will organize the sharing between junior highs, primarily; as well as articulation K-12. The activities included in the I.C.E. program at Edison Junior High will be shared. She is responsible for the Waterloo Community Resource Book which is the result of a survey of businesses in Waterloo. The survey asked for ways in which businesses would provide assistance to teachers in the form of speakers, audio visual aids, field trips, materials, etc. to make kids aware of careers in these represented occupational areas.

Parents, teachers, students, and business people in our school neighborhood will be invited to participate on a career ed council. The council will review, evaluate, recommend, and analyze our career ed program through the 1977-78 school year.

(7) Career education instruction will be carried out by teachers, counselors, and administrators. Initially the 6 teachers, 2 counselors, and the one administrator will be active in career ed instruction because of an implied committment through attendance in the summer workshop. The teachers will incorporate career ed into their present curriculum rather than develop addition units specifically for career ed. We believe if this nucleus of teachers using career ed in this manner is viewed as successful by fellow teachers then this career ed model will eventually permeate throughout the staff. We believe that this is the most effective way to establish an integrated approach that will sustain itself. The motivation among the faculty for dealing with career ed must come from within the individual teacher.

During the workshop the counselors will develop a basic guidance sequence of activities for grades 7, 8, and 9. Included will be self, awareness activities, such as "Self-Incorporated" which we use in 7th grade as a follow up to "Inside-Out" that is used in our elementary feeder schools. We administer the Ohio Vocational Interest Survey to 8th graders. The Differential Aptitude Test is used with the 9th graders and the Iowa Test of Basic Skills is administered to all 3 graders. We will develop the process through which students schedule for classes, into an integral part of the guidance career program rather than a strictly administrative task. We are going to <u>organize</u> the things we are now doing and things we want to do into a logical sequence of experiences that are meaningful to the student. This presently is not the case.

Basically we intend to develop a structured sequence of events to provide school wide assistance to youth in the choices, decisions and adjustments each student must make as he moves through junior high toward maturity.

(8) The training of the personnel involved has been mentioned previously. The training is also included in the attached Career Exploration Project Application.

(9) Through the combined effort of the Chamber of Commerce and the Career Education Advisory Committee businesses and companies were surveyed concerning various ways they would help with career education in the schools. Over 100 business organizations responded. The ways they will help were compiled into a book called the Community Resource Book for Career Education. This book is now in all the Waterloo schools.

(10) The curriculum guides and student materials will mainly be developed by the participants of our pilot project. We will not have money for much commercial material.

11.

Things To Do	By This Date
a. Review literature on career education.....	Aug. 1977
b. Visit school systems implementing the career development concept in their curricula.....	On It
c. Appoint a task force to develop a tentative definition of career education for the school.....	Dec. 1976
d. Develop a tentative definition of career education for school.....	Jan. 1977
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	Aug. 1977
f. Initiate faculty in-service programs on career education.....	Jan. 1977
g. Develop final definition of career education.....	Aug. 1977
h. Revise tentative model to include revisions in the final definition.....	Aug. 1977
i. Make definition and model available to parents, students and community representatives for their critique.....	Oct. 1977
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	Jan. 1977

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	Jan. 1977
l. Establish curriculum level career development objectives for each phase of career development.....	Aug. 77
m. Coordinate objectives between instructional levels (articulation).....	Aug. 77
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	Sept. 1977
o. Revise objectives to include reactions of reviewers.....	On Going
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	1977-78 school y
q. Assign objectives to subject matter areas.....	On It
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	Aug. 1977
s. Write instructional objectives for each career development curriculum objective.....	Aug. 1977
t. Develop classroom learning activities for each instructional objective.....	Aug. 1977
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	Aug. 1977
v. Test and revise learning activities.....	1977-78 school year.
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	Aug. 1977

(12) As is stated in the attached project application we are developing a questionnaire to use at the beginning and the end of the project. At the present time we hope to use many items from the D.P.I. Student Needs Survey (5300-B53948-8/74). Items from part A, B and E appear to be applicable. The questionnaire will be used with only the students involved with teachers that are part of the project. There will be a good deal of subjective evaluation periodically throughout the year concerning the attainment of the objectives identified for the various activities.

As an aside we found the most interested teachers were the special teachers and the first and second year teachers in our building. The emotionally disabled, learning disability and one mentally disabled teacher are a part of our school career ed group and have started a career ed committee for the A.E.A. VII teachers serving in Waterloo schools. Unfortunately most of the first and second year teachers are being laid off for next year so will be unable to participate at this time.

3300-B57160-9/74

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

GAP-.

PROJECT APPLICATION

(a) PROJECT TITLE: Career Exploration

(b) STATEMENT OF NEED BASED ON ASSESSMENT DATA: Student Needs Survey at West Junior High indicated that approximately 80% of students, 50% of teachers, and 96% of parents feel that students need more career exploration opportunities to help them make decisions about their life goals.

(c) OBJECTIVE:

At the end of the 1977-78 school year, seventy-five percent of students at West Junior high will feel that they have gained information that will help them in making career related choices.

(d)

Activity(s)	Procedure(s) to Implement Activity	Resource Personnel	Time Table	Budget
1. Develop a questionnaire to use at beginning and end of project.	1. In-service workshops for 6 teachers, 2 counselors, 1 administrative assistant.	DPI Career Education Specialist Fern Hammelman, Career Education Coordinator Springbrook participants in Iowa Career Exploration Institute	5 four-hour days in July or August	$1,000
.2. Plan infusion of Career Exploration activities into existing curriculum.	1. Curriculum development during In-Service workshop. 2. Include on-site visits and interviews with community resource personnel.	School librarian, Business and industry personnel in community, Service Corps of Retired Executives	5 four-hour days in July or August.	75
3. Incorporate career exploration information and activities into	1. Research by students using CISI and other sources of information. 2. Field trips, speakers	Community resources, including parents, business/ industry and labor representatives	August through January	265

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PROJECT APPLICATION
(Continued)

PROJECT TITLE: Career Exploration

Activity(s)	Procedure(s) to Implement Activity	Resource Personnel	Time Table	Budget
4. Hands-on activities	1. Project Discovery kits (borrowed from Edison Middle School) 2. Field trips	West Junior High and Edison guidance counselors. Community Resources	April	100
5. Report to parents and community.	1. School newsletter articles 2. Local newspaper publicity 3. Personal report mailed to parents of each child at the end of year	Guidance counselors Administrative Assistant	August through May	60

TOTAL $1,500

(e) STATEMENT OF EVALUATION PROCEDURE: A questionnaire will be developed and administered to all 7th, 8th, and 9th grade students at the beginning and end of the 1977-78 school year on a pre- post basis to measure the degree of success of career exploration project.

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Signature of Superintendent

128

Signature of Project Director

Name of District West Junior High School

Address 1115 West Fifth Street

Waterloo, Iowa 50702

Waterloo Community Schools
1516 Washington Street
Waterloo, Iowa 50702

PROJECT APPLICATION
(Continued)

PROJECT TITLE: Career Exploration

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Signature of Superintendent

Signature of Project Director

129

Name of District West Junior High School

Address 1115 West Fifth Street

Waterloo Community Schools
1516 Washington Street
Waterloo, Iowa 50702

130

CAREER EDUCATION IMPLEMENTATION IN THE MIDDLE SCHOOL

Tom DeSpain
Career Education Coordinator
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Name of Presentation: CAREER EDUCATION IMPLEMENTATION IN THE MIDDLE SCHOOL

The Oklahoma City School System contains 11 middle schools (grades 6-8), a school for the mentally and physically handicapped, a school for socially maladjusted boys, and a school for socially maladjusted girls. The system serves approximately 12,000 students in grades six, seven, and eight.

While career education is present in each of these schools, the implementation of the middle school component of the Oklahoma City Career Education Program was considerably different than what was originally envisioned in the initial funding proposal submitted to HEW.

It has been our experience that this involvement is dependent upon the many variables which impinge on educational planning and program implementation in large metropolitan school districts. This has been borne out through observation as well as through numerous discussions with other educational practitioners throughout the nation. This phenomenon applies to career education as well as any other new program or concept which may be introduced in a large metropolitan district.

Some of the obvious variables which may affect program or curriculum implementation are the commitments of board members, the superintendent, and other upper echelon administrators to the concept being advanced. Other obvious variables are principal and teacher attitudes, number of students enrolled, and the capability of the principal in working with master schedules.

Because of these many dimensions which may affect implementation plans, it has been our experience that the best approach in

starting a career education program is one which utilizes many approaches: Pilot programs, curriculum development workshops, individual teacher contact, and other methods which serve to keep the idea of career education at the conscious level of teachers. Pilot programs demonstrate successful programs to the "hard-to-convince", curriculum development workshops result in involving many staff members in developing a product which is "theirs", and individual contact serves to maintain an acceptable level of awareness with those contacted.

In summary, any district implementing career education will be faced with many unique problems. These problems will have unique solutions, but need not become overwhelming if program flexibility is maintained by a multifaceted approach. Success can be within your grasp.

CAREER EXPERIENCES AND SPECIAL NEEDS POPULATION

Mrs. Merle Harris
Career Education Coordinator
Bloomfield Public Schools
Bloomfield, Connecticut

Name of Presentation: CAREER EDUCATION AT THE MIDDLE SCHOOL LEVEL

Before it is possible to understand what someone is saying, it is often important to understand the speaker's frame of reference. This is especially true when discussing career education since career education programs differ considerably based both on the needs and resources of the community involved. Therefore, before I discuss the career education program at the middle school level in Bloomfield, Connecticut, I think it is important that you have some knowledge about Bloomfield and the Bloomfield School System.

Bloomfield is a suburban town of about 20,000 residents located north of the capitol city--Hartford. Bloomfield is not like most of the other suburbs of Hartford which have more homogeneous populations. It is made up of people from different social economic, ethnic, and racial groups. Bloomfield has the largest minority population of any of the suburban towns. (The school population is 35% minority.) A number of light industries are located in Bloomfield, and Connecticut General Life Insurance Company has its home office in town. Part of the land is still devoted to agriculture, but this is rapidly shrinking. One of the major crops is shade tobacco.

The school population is about 3,600 students. There are four elementary schools (k-4), a middle school (5-7), a junior

high (8-9) and a high school (10-12). In this report I will refer to the program in the middle school and junior high school.

There are also a few definitions which should be understood before you can have a feel for the program in Bloomfield. Career education, I believe, can be defined as a developmental program through which individuals gain knowledge of themselves and the world of work and learn the skills necessary for effective career planning. Furthermore, a person's career should not be viewed only as a person's job but rather as the totality of their life experiences.

Bloomfield began developing a career education program four and one-half years ago. The first project in career education was conducted under a small grant from the State Department of Education in the spring of 1972. It has been a slow process, but as I will expand on later, perhaps this has contributed to some of our successes.

In Bloomfield, we actually began our program in the middle school and junior high. This decision was made because some elements of career education were already part of the curriculum in the elementary schools, and career guidance activities were being carried out to some degree by the guidance counselors in the high school. However, a career education program should be viewed as a comprehensive program (K-12 and even beyond), and this should be remembered throughout our discussion. The present program in Bloomfield is a K-12 program.

The following are the steps we took in developing our program. I will allude to the problems we encountered in each step as well as to some of our successes.

First, it is important to have Board of Education support. We did get this support in our initial steps. However, none of this was stated in written board policy. The Board is only now putting a policy in writing and only because this is being mandated by the State. My salary was partially funded by the State for three years. The Board assumed my total salary after the three years, but has not given the program much more financial support. I feel that if there were a written policy greater financial resources may have been available. Fortunately, we have received some money under Title VII, or I am not sure where we would be today.

The second step should be the establishment of an advisory committee. This should be made up of school administrators, teachers (if possible), and members of the business, industrial, and labor community. Since so much of the program depends on the utilization of community resources, community representation is extremely important. This committee can help develop goals, design the program, guide its implementation, and assist in program evaluation. This committee should be constantly educated regarding program progress. This at times becomes a difficult task since advisory committee members are volunteers with other responsibilities.

The third step should be a general teacher orientation. We accomplished this in Bloomfield by holding several staff meetings with a speaker from the State Department of Education. A general overview of career education was presented. The purpose of this was to increase staff awareness.

The fourth step should be to develop a core of teachers committed to the concept of career education. In Bloomfield, these teachers were willing to participate in more in-service and try things out in their classrooms. Their successes were often contagious, and other teachers were then willing to try things.

The fifth step should be curriculum development. In most cases, this does not mean writing career curriculum, but rather it means infusing career education objectives and activities into the existing curriculum. This should be done in many subject areas. Eventually, in all subject areas. As yet, we have not done this fully in Bloomfield.

The sixth step should be program implementation. This is putting into practice in the classroom what has been planned on paper. The program should then be evaluated. This I find one of the most difficult tasks. Subjective evaluation is easy. However, objective evaluation often presents a problem. This is especially true since many career objectives are really long range. We have tried several different tests and surveys, but I am not sure that we are really measuring what we think we are measuring.

The last step involves continual in-service and program revision. As I mentioned earlier, in Bloomfield we began our program with a small group of committed teachers. As the program is expanded and new teachers become involved, it is important to provide in-service for these participants.

Now to the middle school program itself, there are two components that should be included in every aspect of the program. These would be the affective component--activities which involve self-concept development and values clarification, and the cognitive component--information about the world of work. At every grade level, we try to include both of these areas.

The Bloomfield program in grades 5-9 is made up of the following: (1) affective education activities (5-9); (2) mini units (5-9); (3) infusion units (5-9); (4) a career resource center (8-9); and (5) a career development course (9).

Affective education activities differ according to the grade level. The purpose of these activities is to help students identify and develop their abilities, interests, and values. Emphasis is also placed on work attitudes and the elimination of sexual stereotyping. Many teachers are using the values clarification approach and activities developed by Sidney Simons of the University of Massachusetts. In-service is extremely important before teachers use many of these activities in the classroom.

Mini units were designed in Bloomfield so that all students would be exposed to some of the same concepts and activities in the career program. In the early stages, individual teachers

would determine which activities to try with their students. We found that students were not involved in many common experiences. We also found that designing a program around the fifteen career clusters developed by the United States Office of Education was cumbersome and was not well received by many teachers. Therefore, we developed mini units which all the students on a particular grade level are exposed to. This includes an interviewing unit for grade five, a cluster unit for grade six, a futuristics unit for grade seven, and in grade eight social studies a unit on law and one on modern industry. This has proven to be a sound approach and provides a base for other activities.

Infusion units are introduced as they relate to the course curriculum. It is especially in this part of the program that community resource speakers are utilized and that mini field trips are planned. For example, in the science curriculum there is a unit on cell structure and human systems. When this is studied speakers who work in the health field visit the classroom. A trip is also planned for a small group of students to the Red Cross facility where students are able to see firsthand some of the science they talked about being put to use and they are able to talk to people about this work. This is only one of many such trips. These trips are always planned for small groups so students can be actively involved. After the field trips, the students who participated share their experiences with their classmates.

It should be noted here that many of our resource speakers are either parents of Bloomfield students or work in the Bloomfield

community. Each year we survey parents and encourage their participation. In addition to being an important part of the program, utilizing parents as resource speakers helps to strengthen home-school relationships. Before a speaker visits the classroom, we outline our objectives and help to give the speaker ideas of what will be appropriate for the particular students he/she will be meeting.

At the junior high (8-9) we have established a Career Resource Center. In the Center, we have career related audio-visual materials, books, kits, occupational briefs, and pamphlets. Students use the Center during their free time or during a class if they are working on a career related assignment. The Center is staffed by a career education aide, and it serves as the hub for many career education activities.

We have also developed a fifteen session course for ninth grade students. Students in the course meet once a week in a group with eight members. The first three weeks are spent on activities in career planning. The next four weeks are spent assisting the student in assessing his/her interests, abilities, and values. The student then selects occupational fields which match his/her interest, abilities, and values. After in-school research on these fields, the student participates in one or two job observations to get a "feel" for the occupation in the real world. I would like to see every ninth grade student take this course, but because of staff limitation, it is presently an elective and about one quarter of ninth grade class has taken the course in each of the past three

years.

As I mentioned in the beginning of this discussion, from my experience the development and implementation of a career program works best when you work slowly. This has been difficult for me at times because I am basically an impatient person. However, the results I feel prove that it is worthwhile to take this approach. Several school systems in Connecticut have received large grants from the Federal Government for three year demonstration programs to implement career education. When I examine these systems after the grant has run out, many I feel don't have as much happening as we do. There are many reasons for this, but perhaps most important is the fact that a program was thrust upon teachers and a community before they understood it and before any of the kinks were removed. Some ideas sound good on paper but just don't work with students. A program which builds on successes seems to spread, and I hope will evolve into a comprehensive K-12 program for all students.

EXPLORATORY CAREER GUIDANCE VALUES AND ATTITUDES

Jean Courtney
C.E. Coordinator
Woodside Middle School
Des Moines, Iowa 50313

Saydel Consolidated School District, north of Des Moines, Iowa has been involved in career education long before that name was coined. Since the consolidation of the district the administration recognized the need for job training in the form of co-op programs of T and I (trade and industry), D.E. (distributive education) and O.E. (office education).

About five years ago, Saydel began a rather novel program of on-the-job exploration for 9th grade students to assist these young people in career decision-making and career values clarification. When the program was begun, other school districts were not envisioning career education in this way, at least not at the 9th grade level. Other districts used the "school without walls" concept but for older students who could provide their own transportation. Saydel was faced with a busing situation which called for large outlays for financing of both a bus and driver, since most 9th grade students don't drive. However, the on-the-job concept at this level has great merit, especially for guidance counselors who must assist students in building a schedule which will meet the future requirements of the individual regardless of the path chosen.

Students electing the 9th grade exploration meet with a career counselor for 9 weeks of orientation prior to the actual explora-

tion experience. Objectives for these meetings include: (1) getting acquainted, (2) personal values clarification in job choice, (3) goal setting and decision-making, (4) information on the operation of the exploration program, and (5) discussions of job satisfactions beyond pay or salary. A planned program is prepared which, modified from time to time, follows a pattern of:

1. Rank ordering of reasons for taking exploration.
2. Values voting (feelings) on job characteristics.
3. If you were the boss - characteristics of a good employee.
4. Priority profile - what students want from a job.
5. Hokus pokus - honesty.
6. Handbook of operation of exploration.
7. Choosing of sponsors and selection of exploration sites.
8. Questionnaire on individual information valuable to coordinator and counselor in counseling about placements.
9. Job information sheet - what student needs to know in studying about a job.

During the nine weeks of exploration students continue in groups with the same counselor. Students are encouraged each week to review their site selections and to change these on the basis of their ever increasing knowledge of their needs, values and interests, which is based upon their first hand experience with the world of work. In discussions, students share experiences and evaluations of each job situation. It is rewarding to the counselor and coordinator to note the sophistication with which the students learn to evaluate each exploration experience.

For example, early in the quarter, students easily express satisfaciton or dissatisfaction with the weekly experience but they often lack insight into their own needs in relation to entering the particular job. Comments are made such as "I liked the people there", or "I was busy all the time." Such comments however, are not really discriminatory in content and do not lend insight into either the self or the job situation. As the quarter progresses, students are led into deeper and deeper evaluations of their feelings in relation to the weekly experience. Later really profound evaluations begin to emerge. Students begin to make evaluations such as "I didn't like that job because I found it depressing to work with aged people. They are there (care center) waiting to die", or just the opposite at the same exploration center, "I felt so good because even the little I did made them feel so good and they were so grateful." Other students have found a real love for working with young children or other areas where they were unaware of an interest before. The counselor as the quarter progresses becomes less willing to accept evaluations on the pure feeling level alone. Comments such as I liked the exploration or I did not like it without a firm stated reason become unacceptable and the reason must be beyond liking the people. Most of the time students like the people (sponsors) where they are placed, but this is not a real evaluation of the work being done. It is also not valid because chances are the student will not be working with those same people in a job situation. Therefore, students are led into delving

more deeply into their feelings. The feeling alone is recognized and accepted, but it must be supported by more in depth reasoning to increase self awareness.

A typical group situation involves allowing each student time to report on the weekly evaluation of the sponsor concerning the student's progress, discussion of likes and dislikes, counselor suggestions (which the student may reject) on future placements based upon accumulated knowledge of the student and if time permits a values clarification activity.

Again the format of the groups changes and often the discussions superceed any planned activity but generally topics are:

1. Report on job exploration and set pattern for rest of group work.
2. Occupational rank ordering - prestige in job.
3. Values auction - general values rather than career.
4. My sister is a cop - job stereotyping.

   or

   You couldn't pay me enough - things to avoid in a job.
5. Job situations - hypothetical problems which might be faced on the job.
6. Want-ad - write an ad for a person with student's strong assets.
7. Steak or oatmeal - long term goals - 20 years from now - personal values.
8. Objectives - go back to sheet on reasons for choosing exploration done 18 weeks before to see if objectives were met.

At the end of the 18 weeks of group activities, most students have gained in self awareness, that is, they have learned what is important to them in job choice, they know what to evaluate on a job, they have learned what they want to avoid, they have learned to verbalize their feelings and give reasons for those feelings and they have gained in self confidence. What they amy not have done is to pick a job which they will do the rest of their life. Instead, they have learned a method or procedure of selection which hopefully will provide a career to meet their own needs. Early in the quarter they find that they don't necessarily like what their friend likes (a great revelation to this age group - but that it is ok since each person is unique and valuable and in job selection, we go our own way. There are no requirements that students make a final selection of a career during exploration. It is enough for course selection and guidance purposes that they know:

1. Areas of greatest strength and interest.
2. Whether they relate best to people, data or thing type jobs.
3. Their personal priorities of job characteristics (likes-dislikes).
4. The educational level which they are willing to attain, although this may prove to be of less importance than the previous.

Armed with this information students, with counselor or parent assistance, can forge ahead into course selection and job selections which will be of a rewarding nature to them based upon knowledge of personal needs and first hand information about the real

world of work.

Although the ninth grade on-the-job exploration and the high school co-op programs are of a most valuable nature, they are only a part of the total career education package in the Saydel District. Another exploration activity is the 7-8 discovery program which is an in-school hands-on exploration experience with about 50 packages representing different job explorations. Students are encouraged to use their CISI (Career Information System of Iowa) printout to investigate first hand those jobs which the computer left on the student's list which meet their expressed stated preferences in job characteristics. Before the use of CISI, students meet with a counselor who explains the CISI program, goes through the QUEST questionnaire, and ties the information to Discovery and the 9th grade exploration program.

Yet another program is available in exploration to special needs students. Those students who have parent approval and who express an interest are bused to the C.E.C. (Career Exploration Center) of the Des Moines Area XI Community College for a 4½ week experience doing work samples in graphic arts, industrial, business and personal service areas. An evaluation of progress, problem areas and interests is sent to the school for each student. Teachers on the special needs team discuss the evaluations and attempt to correct recognized deficiencies of the student in the regular class work.

A new 10th grade elective class has been added to the high school curriculum this year. This class meets 2 days a week for

55 minutes and is devoted to career decision-making. It is aimed at students who have not had the on-the-job exploration experience. Basically, the course covers: (1) process of making a career decision, (2) career values (job satisfaction), (3) evaluation of student interests in relation to job choice, (4) research procedures and library information to be used in evaluating a job, and (5) training facilities available.

Combined with the self awareness activities of the elementary schools, Saydel is developing a rather extensive career education program. The oeverall objectives of the total program are: (1) to provide students with saleable skills and personal characteristics of job success at the time they leave the high school, (2) to provide students with the background they need to enter a specialized job training program upon high school graduation, or (3) to provide students with the knowledge and academic skills to insure entrance and success in an academic college. It will be sometime before the success of the career education program can be totally evaluated, but in the meantime, Saydel is working very hard to provide their students with survival skills and the means to achieve a satisfying employment situation.

FIELD TRIPS AND EXTENDED COMMUNITY EXPLORATION

James E. Buddenhagen
101 W. 5th Street
Alta, Iowa

Name of Presentation: FIELD TRIPS AND EXTENDED COMMUNITY EXPLORATION

Junior high has been for years a forgotten age. Students are in an awkward age physically, socially, and mentally. Adult attitudes towards the almost or just teenager is one of "Hey kid, you ain't a kid anymore, you gotta act grown-up." The teenager at times will act quite mature one minute and at another given moment very immature. The girls usually have been favored and the boys--"Well, boys will be boys."

Students coming into junior high find themselves competing against another for the first time for grades. During the first six grades they may have been in group A, B, or C, in reading, math, or language. They may have received special help with their speech, reading, multiplication tables, and social skills. Now, for the first time, they are all equal.

Equal means that everyone spells the same words, reads the same assignments, do the same math problems regardless of their skills. The students who may know most of their times tables must compete against the students who can do algebra. The students reading at the third grade level now take on the student reading at the twelfth grade level. The specific learning disability students battles for grades with the geniuses of the class.

Think of the many adjustments that must be made by the students. The adjustments in relation to their physical growth, to

their mental growth, to their emotional growth, and to their social growth. Let us add the special problems of some students. I have already mentioned the students with speech problems and the students with the specific learning disabilities. Then, there are the students who are medically handicapped, the crippled, the students with poor eyesight or hearing, and the students with a disease which requires daily medication and supervision. In addition, there are those students who cannot cope effectively with day-to-day problems or the students who have and are being abused mentally and physically.

This crucial adjustment period in the students' lives requires that many varied activities be available to them. Out of school activities provide something with which all students can relate. Students as they grow and go from one grade to another sometimes become turned off to school and to life. The educationally turned-off students are the ones who experience few successes and many failures in developing a niche for themselves at home and at school.

The turned-off students may have been turned-off because of being constantly put down by their parents, their teachers and principals, and their peers. This, I believe, is very real as I believe we live in a put down society. These put downs develop and promote self images which cripple students' capacities. Remedial efforts are being made through programs such as the "Humanizing programs", Self actualization programs, Effective training programs and other programs where the individual's dignity and

self worth are emphasized and developed.

Compulsory school attendance by students through the eighth grade or age 16 increases the need for varied school experiences if school is to have meaning for all students. Practically speaking, students are told that to get a job that provides advancement one must have a high school education. If a student drops out of school the government sends out people to try to get the student to complete high school, if not through attendance then through the equivalency program.

Many students would like to work to earn their own spending money and to experience the self-satisfaction and the feeling of worthwhileness. Some employers are willing to provide work for students, however, labor laws permit students to work only at certain types of jobs depending on their age. OSHA (Occupational Safety and Health Act) laws and the policies of insurance companies have made it difficult, if not impossible, for willing employers to provide work for students. The employers who might be willing to hire students don't because of the hassle with regulations. Other employers don't care to take the time to spend with students in helping them to learn to work while some employers just can't relate to students.

All of us live in a highly specialized world. Parents of students in the Alta School System have jobs that are farm or agribusiness related. Students' knowledge of heavy industrial employment and the areas of specialization is limited. Out of school activities is a must to help to cover voids if the students are to

have a complete picture of the workd of work around them.

All students have many needs and all students need to explore the world of work in greater detail if they are to meet the need for a satisfactory job. Programs providing out of school experiences enlarges the students' awareness of the world of work. It helps students to gain a better self understanding of their environment and themselves which will help them to adapt to changes as they occur in their lives.

The program which I want to develop for you today is our Occupational Exploration Program for Junior High Students. Also, I would like to explain to you our Junior High Course Exploration Program and make a few comments concerning the exploratory-preparatory programs available to junior and senior students, and other special programs available to senior students.

The Occupational Exploration Program came into being at the suggestion of our elementary principal. It was endorsed by our superintendent, and I was elected to write the program. Our first conversations took place in early February of 1972. Our elementary principal recognized that junior high was a forgotten age group in need of something to help students to do a better job with their lives in and out of school. A second reason behind his suggestion was that he found some money which would help in supporting a program. Money was available through the Special Needs Division of the Department of Public Instruction. I shared his feelings that something needed to be done for junior high students as I had long felt that something was needed at the junior high

level. The proposal was written, rewritten, and approved both by the Department of Public Instruction and our local Board of Education. The program began operation the fall of 1972.

The basic idea of our program is to make students more aware of the world of work so that they can prepare themselves, while in school, for a career within this "World of work".

Objectives of the Occupational Exploration Program fall within two areas. One deals with classroom activities and second, one with visits to places of employment. The specific objectives are as follows:

1. That the students will increase their knowledge of work opportunities through instruction and field experiences within and outside the community as measured by a prepared test.

2. That the students will be able to recognize good and poor traits as measured by a teacher-made survey and recorded interviews with students by a counselor.

3. That, students through visitations, either individually and/or in groups, will have observed workers in the worker's employment setting.

4. That students will be able to list 20 different job titles.

5. That the students, through instruction, will have been acquainted with the vocational materials available to them in the school's library, guidance office, and in the community.

6. That the eighth grade students served by the proposed program will have the selection of a high school course of study made more meaningful as a result of the awareness program as evaluated by the counselor during individual scheduling.

Students enjoy the visits to the different types of employing agencies. These visits provide time away from school (whoopee!). Students are made aware of workers and can see them at work. Students learn about the service provided, the product produced, and the machines used in providing the service or in producing the product. Ten visits are made with the 7th grade and ten visits with the 8th grade. One of the 8th grade visits is an individual visit with a local employer in our city.

The length of the individual visits may be from several hours to a full day in length. This varies from one employer to another as does the amount of involvement on the job. Employers are encouraged to let the student get his "hands dirty", to let the student do somethin. Students have approximately 50 employers from which to choose their visit.

The twenty visits are arranged so as to be representative of the fifteen cluster areas as defined by the U.S. Office of Education. We have made visits that fall within the cluster areas of agriculture, agri-business, business and office, communication and media, health, maintenance and repair, manufacturing, natural resources and environment, personal services, and public services. Some related cluster areas have been touched such as home economics, marketing and distribution, and transportation.

Class visits to an employer are approximately one hour in length. A visit to Sioux City or Fort Dodge requires a full day and sometimes the school day may be extended until 5:00 p.m., so that sufficient time can be given to an afternoon visit. Two or

three visits may be made during an extended day where as only two can be made during a regular school day and then the afternoon one may be rushed.

The following is a list of visits which have been made with 7th and 8th grade students--the least effective ones have been weeded out with new ones added, and some employing agencies have been eliminated because they cease to provide this service to students. Visits are made to KCAU Ch. 9-TV, Bell Telephone, Dyna Technology, Western Iowa Tech, Iowa Air National Guard, Police Station, and Journal in Sioux City. In Fort Dodge, visits are made to the Fire Station, Land O'Lakes Office Building, Trinity Hospital, Water Treatment Plant, Lazy Ike Corp, and Iowa Central Community College. Visits are made to the Stylecraft Manufacturing Plant in Milford, the Nelson Manufacturing Plant in Sioux Rapids, and in LeMars, Blue Bunny and Sioux Tools. Dekalb Seed Corn, Vista Products, Peterscn Motors, The Citizen Bank, Buena Vista County Court House are toured in Storm Lake. Visits in Cherokee are made to Lundell Manufacturing and Mental Health Clinic. Locally we tour the Cargill Incorporated Facilities.

Classroom activities include preparation for the trip in which we familiarize students with the place to be visited, encourage students to ask questions, and familiarize them with areas from which to draw their questions. Work awareness and self awareness activities are carried out with students by the teachers and myself. My involvement is basically in two ways. First, through what I call hodge podge, and secondly, by going into

classrooms to carry out some previsit instruction, critique of visit, or awareness activity. Some teachers carry out classroom projects which relates to the Occupational Exploration Program by including the trips as a part of classroom projects or self awareness activities. I have two examples of classroom units carried out by our social studies instructor with his students incorporating the visits into the units. The first is an awareness activity for 7th grade students entitled "You and the Law". The title is taken from a booklet by that name. The booklet is made available by Kiwianis International and is basic to the unit. The unit is enriched with a trip to the Sioux City Police Department. Outcomes of the unit are awareness of the law, awareness of unlawful actis in which students their age sometimes participate, awareness that one can be an innocent victim of the law, awareness of peer pressure, and awareness of problems imposed by having a record upon one's future life.

The second unit is entitled "Ancient Civilization Unit" (TV production). Students research ancient societies--Sumerian, Egyptian, and Indus. They also learn about production and the presentation of a news program. Scripts are written and presented in front of a video camera. The TV production deals with the particular civilization chosen. The students are assigned the various jobs that one may find in a TV station.

A complete news cast is prepared, including a program log timed to seconds with commercials based on products available to the given civilization. The program is taped and reviewed. This

unit uses resource materials at school and a trip is made to KCAU-TV Channel 9 in Sioux City.

In any program one must expect difficulties which must be dealt with in the most constructive way possible. Our Occupational Exploration Program has had its share of good things and then some not so good. In-house problems center primarily around the resistance of faculty to accept the program as being important or educational. They could not accept that the time spent out of school provided something to off-set the time taken from their subject area. I experience no difficulty when asking for class time to carry out activities with the students in their classroom. However, I have difficulty in getting all of the faculty to carry out classroom activities with their students.

Each visit is of an unknown quality. The quality depends on the individual conducting the tour. I never know what to expect until after the visit is over. Some do an excellent job with showing students what is being done by workers and in presenting the different kinds of jobs available, the type of person that will be hired, and the workers behind the scene. I send a prepared sheet with each letter confirming our visit, indicating what we would like covered with our students.

An excellent example of the great job that people can do with young people is our visit to the Trinity Hospital in Fort Dodge. The administrator of the hospital has an interest in young people and agrees to come to our school prior to our visit to the hospital. When the administrator comes to our school he talks to

students about the numerous jobs one can find at a large hospital and the requirements of the jobs. He also has time to answer their questions in detail and he can outline what they can expect when they tour the hospital. The visit to the hospital usually takes place within several days. It is one of our best visits.

The use of classroom speakers is the area that will be utilized more this year than in the past. Possible speakers include a person from Mental Health Clinic to talk about the careers in mental health, a banker, an architect, and a wood worker.

The areas which I find that cause me concern for which I have no solution are those areas that are affected by federal laws and regulations. The Right to Privacy Law and OSHA have caused insurance companies to put pressure on employing agencies to not provide tours, or simply caused employers to shy away from tours. If nothing else, it gives them a good reason for not conducting tours.

Our program is difficult to evaluate. However, I feel that our program provides our students with a knowledge of themselves and a knowledge of the world of work. I find that parents are supportive of the program and some enthusiastically. Employers who have had 8th grade students for a day or part of a day (their individual visit) have commented about the willingness of the student to try to do somethings. They have indicated the individual differences of the students they have had. Students state they

learn from their experiences in addition to the fun of getting out of school.

Here are some comments that parents have made. "Junior high age is an important time to keep students interested in school." "They look forward to the field trips and the day of on-job-training was really great." "They learn different jobs." "They'll have more knowledge of what they'd like to do as a career." "It may not show them an occupation that appeals to them, but it does show them jobs that perhaps they thoughty they liked and saw the drawbacks." "This should give the students some idea of what occupations are available in the surrounding area." I think the program does the job. Certainly not 100 percent, there is always room for improvement and we do try to improve it from year to year.

A second program for our junior high students is the Exploratory Course Program. Each 7th and 8th grade student takes four exploratory courses each 9 weeks in length. The courses for 7th grade students are: art, hodge-podge, home economics, vocational agriculture and typing. Eighth grade students are in typing, hodge-podge, art, and health. The home economics-vocational agriculture exploratory is a combined course where girls are in home economics for 7 weeks while the boys are in vocational agriculture with the last two weeks switched around. Students while in art are exposed to a number of art forms designed for stimulating the students. Typing provides the basic skills of typing. The areas of personal care, mental health, patent medicines and first aide

are included in the health course. The one area I want to spend some time on is the hodge-podge course because it was designed to be a part of the Occupational Exploration Program. The hodge-podge exploratory course consists of a number of things and is handled by two music instructors and myself. One hour per week is given to general music appreciation and one day to vocal music which the music instructors handle. Self incorporated, an education TV self awareness program, is used one day each week with the students. The last two days are spent at a variety of activities. They include becoming acquainted with the career information source of Iowa materials, career filmstrips, coping with booklets, SRA booklets, and some self actualization activities, reading selections from the books "Why am I Afraid to Tell You Who I Am?" by John Powell and "Help Yourself" by John Lembo. In addition, value clarification activities are carried out with the students.

The hodge-podge program was developed as an extension of the Occupational Exploration Program as a way to get the counselor more involved with junior high students. The opportunity is available for the counselor to establish a helping relationship with each student. Students have become aware of materials and information sources through use, rather than by the information being pointed out during a tour of the counselor's office.

Our school-community is fortunate to have available several education programs for high school students which adds new dimensions to what our small school can offer to our students and com-

munity. These out of school experiences provide variety and stimulation to student's life.

Interested junior and senior students may participate in one of several exploratory-preparatory programs. One half day is spent in the program and one half day in the regular classroom in our school building. The program is housed in a building 12 miles away. Students have a choice of cosmetology, agri-business, office education, building trades, engine mechanics, and health aide. The structure of the programs vary. The cosmetology program is held at the Storm Lake School of Hairstyling. The health aide program completes a first aide course and the standard nurses aide course plus on-the-site observation and training. The agri-business program provides for classroom activities, on-the-site visits, and some training experience. Students in the building trades program have the experience of building a complete house during the school year. Engine mechanics provides classroom and lab experiences related to the two cycle engine, the auto engine, and some on the motorcycle engine. These are excellent programs for both career exploration and for career preparation.

Early bird classes, college courses, are also available to seniors if they wish. They are usually available early in the morning at a larger school near by but could be held in our school if 10-15 students were interested in the same college course. College seminar courses are available in what has been termed "Horizons". Last year we had a senior girl get involved in a

political science seminar which she told me was a great experience for her and that she would recommend it to other students. A great example of the stimulation provided by activities away from high school was last summer when a junior girl attended the University of Upper Iowa four weeks and took two college courses for credit. She will, because of this experience, terminate her high school in January and enter the University of Upper Iowa in February.

Some of our junior and senior students will have another opportunity for out of school experiences. A pilot program "Experience Based Career Education for Rural Areas", which is modeled after the program established at the Appalachia Educational Laboratory, Charleston, West Virginia, has been approved by our area. I don't wish to go into more detail with these programs as they are not a part of our Occupational Exploration for Junior High students. However, I did want you to see how the Occupational Exploration Program leads into other programs.

The Occupational Exploration Program exists at Alta and provides out of school experiences related to the world of work. The program provides opportunities for students to become more aware of themselves and others around themselves; it provides opportunities to become acquainted with materials which relate to jobs, the type of person required for the job, the training needed, and how to go about obtaining a job. The values gained through spin-offs from the program are no doubt many. I don't know how one puts a handle on them much less how one measures them. I know our program works!

INTEGRATED EXPERIENCES AND SPECIAL NEEDS POPULATION

Paul O. Poehlein
Hoyt Middle School
2700 E. 42nd Street
Des Moines, Iowa 50317

Name of Presentation: INTEGRATED EXPERIENCES AND SPECIAL NEEDS POPULATION

Hoyt Junior High provides an informal, congenial, trusting and option-filled environment for learning. The staff working as a team listens, encourages and guides as the student pursues a wide variety of learning alternatives consistent with his own learning style, interest, requirements, and aptitudes which allow him to achieve and experience success. The primary objectives are to develop the mastery of basic skills, an awareness of society and the workd of work, a realistic understanding of self and an appreciation of the worthiness of each unique individual. To attain the primary objective, we strive for physically and mentally healthy students and provide a healthful physical environment and staff. The school is a resource for the community to serve the reciprocal needs of a wide variety of age and interest groups.

General Student Goals

The student will continue to develop and maintain computational and communication skills--thinking, reading, researching, writing, speaking, listening, arithmetic skills--by applying them in content areas like social studies and science.

The student will participate in meaningful study of relevant social issues.

The student will examine cultural heritages as they relate to modern life.

The student will enhance his self-image through consistent opportunity to express his opinion, ideas, and feelings in a supportive atmosphere reflecting the value of human dignity within infinite variations.

The student will continue to develop skill in working with other people, accepting their strengths and weaknesses (as they accept his) and respecting their rights, realizing that such rights limit and define his own freedom.

The student will acquire knowledge about workers, occupations, work settings and gain an understanding of the need for individual dignity and self awareness as keys to career success.

The school will fuse the activities of people of all ages in mutual service to all residents of the community through an expanding program derived from the expressed needs and desires of the people served.

Unique Aspects of the Program

The following is a list of several key features of Hoyt's program:

Open space concept: in architecture, in relationships, in options for learning.

Block of time/flexible schedule.

Differentiated staffing.

Team teaching.

Learning activity packages in language arts/social science and math science.

Career education emphasis in all instructional areas of the school.

Individualization of instruction in many areas.

Student center and leisure time reading program.

Career Education Input

Each of the four teaching teams have assumed responsibility for integrating career experiences into their curriculum. The following is a team-by-team review of the career input.

Language Arts-Social Studies Team

Public Service Careers During the study of several units the students are provided information concerning a variety of public service careers. The specific units which accomodate this information are the community, government, and man and society.

Self Awareness An entire nine week period is devoted to a unit of instruction called "You". The content materials used during this unit focus on personality, behavior, and self-perception.

Fine and Applied Arts Team

Career Exploration The main goal of career exploration is to provide the student an opportunity to study a wide range of career possibilities and gain a clearer understanding of his or her interests, goals, and personalities. The course should help the student as he or she makes educational and career choices in the future.

Consumer Education During the study of family relations, home management, sewing and nutrition the students study careers in the fields of consumer and homemaking careers and social service careers.

General Business and Typing This course includes instruction in marketing and distribution and office occupations careers.

World of Construction Eighth and ninth grade students get hands-on experience in the following areas: (1) land development, surveying and mapping, soil testing, grading, architectural designing, extimating and bidding, labor organization, management problems, cement work and graming; (2) installing utilities (heating, plumbing and electrical); (3) all interior and exterior finish work for a wood frame building; (4) completely designing and making a model of their dreamhouse; and (5) completely designing and building a city on a map of a plot of land of 1,760 acres.

World of Manufacturing Eighth and ninth grade students participate in activities in the following areas: (1) management and personnel; (2) research, design and engineering of products and

processes; (3) processing and producing finished products; and (4) forming, operating and liquidating a corporation.

Exploratory courses Each semester the students are allowed to choose an exploratory course which meets for 80 minutes each week. The courses are career oriented and instruction is activity based. Sixth and seventh grade students may elect to take radio and electronics, general shop, business careers, foods, or clothing. Eighth and ninth grade students may choose from graphic arts, careers in music, general shop, radio and electronics, band, chorus, or orchestra.

Math-Science Team

Environmental Careers The study of life science and earth science are easily adapted to include a study of careers in the area of environment. The students are developing an outdoor classroom as well as having the responsibility of caring for the courtyard garden.

Career Simulation Games A number of gameboard activities have been developed by Project R-3, San Jose Unified School District, San Jose, California, 95126. These games are basically designed to be skill builders in the mathematics dis-

cipline, but the themes and activities of the games cover a wide variety of careers.

Health, Physical Education, and Recreation Team

Communication Media Communication media is a two-year course for eighth and ninth graders. The first year of the cycle consists of an introduction to communication, newspaper exploration, magazine composition, listening improvement, and radio and television production. During the second year of the cycle, the curriculum consists of creative drama, play production, photography, and filmmaking.

Health During the study of health the students are exposed to a number of health careers. They study the whole range of hospitality and recreation careers to gain an understanding of the scope of the industry. The class activities include: (1) the study of games and sports and techniques for organizing and supervising games and sports; (2) the study of crafts and development of basic skills in craftwork; (3) using the above skills by providing recreation activities for younger children and senior citizens through a volunteer service to elementary schools and nursing homes.

Sixth Grade Guidance This program is required of all sixth graders and focuses on self awareness. Using large and small group guidance techniques, and individual counseling, the teacher/counselor concentrates on each student's awareness of self and development of positive self-esteem.

Learning Disabilities - Career Education
A Workable Team

According to the State of Iowa Department of Public Instruction, Special Education Division, a student must meet recommended operational criteria before that student can be identified as learning disabled. Before we can refer to the question of career education, we must understand the common difinition of a L.D. child. The following are those basic operational criteria:

I. Sensory Criteria - hearing sensitivity and visual acuity must be normal or normal with corrections.

II. Intellectual Criteria - intelligence test scores must be above the minus one standard deviation point.

III. Mental Health Criteria - must not be an emotional disability, the student may, however, exhibit some social or emotional behavior problems.

IV. Academic Discrepancy

A. Underachieving in one or more basic skills

1. readiness skills
2. reading
3. written expression
4. mathematics

B. Diagnostic tools measure underachieving

1. 6th grade - by at least two grade levels
2. 7th and 8th - by at least three grade levels
3. 9th and beyond - by at least four grade levels

In summary, we are talking about a child whose mental and physical development are normal; however, this same child is unable to learn in one or more academic subjects in school.

After a child has been identified as learning disabled, an appropriate schedule is designed. If the resource room is indicated, the student will work with a certified learning disabilities resource teacher for up to two hours per day. The remainder of the day will be spent in the regular school with a typical schedule. While in the resource room the student will try to remediate his weak skills while reinforcing his stronger skills. For example, it is very possible for a student to take geometry and yet be a non-reader.

The L.D. student, in most cases, has a desperate need for career awareness. She has been told for many years that the reason she cannot read is because she is dumb. As far as this child believes, her only career possibilities are limited to very menial tasks because she knows she is so stupid. It is essential to explore the many career opportunities that lie within her range. The authors of many of the career education materials have written the information on a lower vocabulary level or have used a multi-media approach. Again this allows the L.D. student to learn about the open career fields independently. It is strongly believed that opening this door, which is a very diffi-

cult task, will be a lifetime help for the child.

A major goal of the resource room is remediation. Therefore, remediation of career skills is mandatory. When teaching the basic skills it is best to use practical devices. A child unable to add should know the proper methods of using calculators, ten-key adding machines, column adders, etc. Just as importantly a bright child who has very low reading skills could learn to effectively use a dictaphone, a tape recorder, or take notehand. A child with severe motor skills can often learn to use a typewriter with ease. Again we must remind ourselves that we are not talking about slow-learners, but instead, a child who is very bright and is unable to succeed in some of his school subjects.

The last way in which career education plays a large part in the resource room, is developing survival skills. The severe L.D. student must learn certain things in order to live a normal happy life. He may or may not choose an occupation which needs these skills; however, he will use the knowledge gained over and over. The following is a partial list which will give an indication of the survival skills area:

1. reading basic foods from a menu
2. making change
3. writing checks
4. balancing check books
5. reading and filling our applications
6. filing procedures
7. proper signature
8. understanding the international roadsigns

(CLUE)

Career Laboratories Utilizing Experiences

The Iowa Career Laboratories Utilizing Experience (CLUE) is designed to develop vocational and survival skills for severely learning disabled adolescents in the Des Moines junior and senior high schools.

The CLUE program serves students in three career laboratory settings that focus on basic skill development in reading and math. Academic course work is balanced by structured experience in occupational settings and by group meetings where survival skills are discussed and practiced. The small teacher-student ratio allows for individual attention to each student's emotional, social, academic, and vocational development.

Historical Development

An Iowa law that went into effect July 1, 1975, mandates that programs be provided for all students with special needs. Evaluations of existing LD programs showed that some severely disabled students were not significantly benefiting from these programs. About 40 of the 375 students being served required more intensive assistance than the resource room/mainstreaming approach allowed. With the Title VI-G contract awarded in June, 1975, implementation of the proposed CLUE program began in 3 laboratory settings. The CLUE model was developed by Timothy Hollinger, learning disabilities consultant, and Judith Richardson, project manager of Title III programs for Des Moines Public Schools.

Staff

Project Administrator: Diane Finley, former CLUE lab teacher and learning disabilities resource teacher.

Laboratory teachers: Lois Klingeman, Karen Inman, Mary Phillips, Kathy Murphy and Shelly Arnold. All laboratory teachers are either trained learning disabilities specialists or are continuing their training at Drake University. As staff members in each of the laboratories, they are instrumental in the delivery of services to CLUE students.

Other staff: Betty Bader and Linda Corell. Members of the Iowa Association for Children with Learning Disabilities (ACLD), these volunteers provide assistance to the project through the identification of community resources and occupational placements for CLUE students.

Affiliations

The Iowa CLUE program is closely affiliated with the Des Moines Public Schools, which provide rooms, equipment, evaluative and administrative support. To increase public awareness of the needs of learning disabled adolescents, the project also works with the Iowa ACLD in sponsoring statewide workshops.

Setting

The Iowa Child Service Demonstration Center (CSDC) currently serves students in three career laboratory settings located in urban Des Moines. The laboratories, housed in Merrill Junior High School, Technical High School, and East High School, uti-

lize regular classrooms which are equipped with resource materials for skill development and occupational awareness.

The project's administrative functions are carried out at North High School.

Resources

In addition to the resources provided by the Des Moines Public Schools, Title III funds have supported teacher training programs presented to regular classroom teachers to assist them in their efforts to work with learning disabled students in regular classrooms.

Program

Services to Students:

The Iowa CLUE project is a model service program for severely learning disabled adolescents, and is designed to serve students demonstrating a significant discrepancy between potential and achievement in cognitive, social, and emotional development, or those who failed in the regular school program and in other learning disabilities programs.

The goal of the project is to teach students basic academic, occupation-related, and social and emotional coping skills through carefully designed instruction and related experience. Classroom instruction in the laboratory centers around mini-courses and is supplemented by mainstream courses

and actual work experience within the community. Full re-admission to resource room learning disabilities service or mainstreaming is attempted when the student is ready.

The small group setting of the laboratories allows for intensive involvement and individualized programs for students. Serving as a volunteer in a non-profit organization, working in an entry level position in a local business, or participating in core training programs in the technical high school exemplify occupational experiences in which CLUE students participate.

Ancillary services are available and scheduled as needed. The project staff works closely with the ancillary personnel and with regular classroom teachers to plan and monitor each student's program.

Identification:

Students are referred to the CLUE program by resource and regular classroom teachers. Referrals are often based on adjustment, communication, or social problems that result from the student's history of learning disabilities. Teacher checklists and biographical data are included in the referrals. Since all CLUE students have been in a regular learning disabilities program, they

have gone through an extensive screening and diagnostic procedure.

Diagnosis:

Once the resource room teacher has identified potential CLUE participants, further assessment is carried out by a multidisciplinary team of professionals composed of the resource room teacher, LD consultant, LD laboratory teacher, psychologist, counselor, social worker, and administrators from general and special education. If this team recommends that the student's handicap is severe enough to warrant more intensive service than offered in the regular learning disabilities program, the project administrator considers admitting the student to the CLUE program.

Educational Planning:

With admittance to the CLUE program, the student is given additional diagnostic tests and placed at suitable levels in a variety of study areas. With the laboratory teacher, students choose the mainstream electives that best meet their interest and skills. The entire plan for each student is then discussed with the student, parents, and prospective employer.

Curriculum guides have been developed by the project staff to aid learning disabilities and regular classroom teachers in working with LD students. The guides include the 20 project-developed mini courses, descriptions of deficit areas commonly encountered, and possible approaches. The mini courses cover a range of topics in language, math, and social studies.

Educational Intervention

When curriculum has been planned, the student is allowed to proceed at a comfortable rate with intensive teacher help. In addition to the career laboratory curriculum, the teacher provides occupational education by planning actual work experience for each student. Grade 7 and 8 students are placed in at least two community service volunteer situations per year. Grade 9 students are given at least two job exposure experiences in the form of interviews, field trips, or internship positions. Senior high students are placed in at least two actual jobs per year with emphasis on retraining procedures and adapting to change. The ultimate goal is placement of seniors into occupational settings for horizontal or vertical advancement.

Student Evaluation:

Students are regularly evaluated in reading, math, behavior, and job performance. Standardized tests,

employer and sponsor comments, and pre- and post-evaluation checklists measure the student's growth. Progress in acquiring social and emotional coping skills is evaluated by the laboratory teacher.

Termination:
Length of time in the CLUE program is determined according to the individual student's progress in meeting objectives. As a trial measure, a student may gradually return to the resource room program or mainstream, with support services provided during the transition.

Other Features

Teacher Training:
Because the CLUE project uses trained teachers from the school system, special training for project teachers does not go beyond orientation to the project and its approach. As new sites are developed, teachers will be trained by the CLUE staff in effective approaches for working with severely learning disabled adolescents.

Staff Development:
During the last two weeks in August, career laboratory teachers and other staff associated with the project will participate in a staff development and planning workshop. Training during the workshop and

in subsequent sessions will focus on teaching, interpersonal communication, decision-making, social coping skills, values clarification, and sex education.

Teachers are also encouraged to attend relevant workshops and conventions, and to observe videotapes of their classroom techniques.

Parent Involvement:

Parents are encouraged to become involved in the CLUE program at many different levels. The two volunteer community coordinators enlist community and parental resources and make presentations about the project to community and parent groups. Parents are also invited to participate in staffings and to meet with project staff to discuss their student's program and progress. Parents are encouraged to serve on the parent advisory council, which assists in the development, operation, and evaluation of the program.

A parent-teacher program has been developed for parents of project participants. This program is designed to develop close and sustained contacts between parents and staff so that CLUE's work with the student will be more effective, understanding, and supportive.

Advisory Council:

A parent advisory council was organized in 1972 at the request of the Des Moines Board of Education. It has become involved in the development, operation, and evaluation of the CLUE program. The committee is composed of parents of elementary and secondary school children with learning disabilities representing all areas of the city. The council meets monthly; it receives progress reports on CLUE and advises the Board of Education about the project.

Community Involvement:

Because a major component of the CLUE program is actual work experience for students, the community is involved in providing occupational and community service opportunities for the project students. A board of consultants, composed of representatives of the business community and educational and social service agencies, has been formed by the project staff and meets four times during the year to advise the project. They assist in identifying resources and placements as well as in suggesting learning activities to help prepare students for work experience.

Program Evaluation

The Department of Evaluation of the Des Moines public schools is responsible for evaluating the CLUE program. The evaluation design includes an assessment of all objectives and goals of the program as outlined in the original proposal. The department's interim and final reports are presented to the project administrator and to the Department of Public Instruction.

The major success criteria in the project is the extent to which students involved develop the minimum cognative and affective skills necessary to be successful in the job market. Behavioral growth and participation in school-related activities is monitored and seen as more significant than academic progress alone.

Diffusion

The dissemination plan for the CLUE project includes distribution of an information brochure about the project and the development of a videotape presentation and dissemination packet available for state workshops, national conventions, and use with parent and community groups. The parent advisory committee, the board of consultants, and the volunteer community coordinators also assist in the dissemination effort.

The project's replication strategy includes installing three additional laboratories in Des Moines public schools during 1976-77 at one senior and two junior high schools.

MODEL CAREER GUIDANCE CENTERS PROJECTS

C. L. Gregersen
ROP Director
1135 Lincokn Street
P. O. Box 810
Red Bluff, California 96080

Name of Presentation: MODEL CAREER GUIDANCE CENTERS PROJECT

During the years 1968-1971, an ESEA-Title IV project in Northern California was funded to improve counseling services and enhance general education and vocational education opportunities for pupils in rural areas.

The program reached and/or effected over 500 teachers and administrators, and nearly 10,000 pupils in grades 9-12.

A post-test survey of the 10,000 pupils produced some interesting data:

1. About ½ of the pupils planned (hoped) to be in professions or technical careers and still live in the hometown or nearby.

   The problem: students had no knowledge of the world of work, for our society will support and need only about 10-12% in the professions.

2. The other ½ of the pupils had no plans for any training or education beyond high school, while 11% indicated they'd not even graduate.

   The problem: students considered school a "drag" - irrelevant.

3. Ninety percent of the pupils had no idea of their own interests, aptitudes or values.

   The problem: a lot of non-pragmatic thinking, i.e., a college education equals a good job, and you can be anything you want to be.

4. Eighty percent of the pupils had never used career information or discussed careers, and the same number had not thought about next year's education.

   The problem: a lack of educational leadership in career education and career guidance.

5. Asked about making career choices:

   a. 50% I'll decide by myself.

   b. 13% My parents will help, or a teacher.

   c. 4% I'll talk with friends.

   d. 30% I don't know.

   e. 3% A counselor may help.

   The problem: pupils were choosing blindly, and were 4 times as likely to depend on parents or a teacher than on a counselor for assistance.

Some other hard data about students also emerged that influenced our planning. One half the students don't plan on or want to go to college. Of those who do enter, 60-70% will not continue the 2nd year. Only 20% of those who enter college, will stay 4 years. Premise: the academic high school program seems to cause only 10% of the graduates to obtain a 4 year degree - while 50-90% of the graduates will be in the labor market within 1-3 years.

Further, labor market and social data caused us some deep thinking. Forty percent of the pupils in school will never work (earn dollars) for a living, while 60% (including ½ or more the girls) will work 30 years or more.

The above findings formed the basis for the Model Career Centers Project. We felt that a career oriented student with a goal in mind would find basic learning achievements more palatable and more relevant.

The Need

Pupils in rural north-eastern California suffer the disadvantage of geographical and cultural remoteness and very limited financial school support. Counseling services for elementary pupils are practically non-existent, and there are few (career) counselors to serve secondary students and the adults.

In spite of high unemployment and welfare, there is apathy toward and apprehension about career education which includes vocational training. Only a small percentage of secondary enrollees avail themselves of job-entry level training.

Consequently, most pupils entering high school have no relevant plan for their program of studies and pursue many courses which are irrelevant to their needs. Year after year graduates are produced who are going no where, having never been caused to focus upon careers and career goals.

Today's world of work is complicated and frustrating to many. The unemployed sense the hopelessness of outdated skills or of inadequate vocational preparation. The employed face the knowledge that their own tasks change frequently and sometimes are automated out of existence. Everyone who wishes to be employed and remain employed will have to adapt to new and ever changing demands.

An Alternative

Career guidance can help the individual develop the personal attributes of flexibility, self understanding and the decision-making strategies necessary to the successful pursuit of a satis-

fying vocation.

Students in school must develop the ability to analyze their own career related attributes (aptitudes, capabilities, interests, values). In addition, they must learn to match these attributes with the characteristics demanded by realistically potential occupations. They must know the personal temperament required by a job as well as its training needs, the nature of the working environment and the special physical and intellectual skills demanded.

A Process

Career education must begin in the early grades and continue through the adult years. Career guidance and career counseling are the most mandatory components of a career education program. Career education, by definition, is a comprehensive, systematic and cohesive plan of learning organized in such a manner that youth at all grade levels will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professionals in education, and involves input from and relationship to all subject matter disciplines and all supportive educational services. In short, it is a priority objective of public education.

Our Philosophy

There shall be no mystery about one's educational and career future.

Our Project Goals

Pupils entering grade seven shall demonstrate a perceptive awareness of the world of work and its significance for themselves.

Pupils entering high school shall demonstrate a knowledge about aspired careers and shall make course choices for high school that are preparational for their aspired career area.

High school graduates shall possess a salable skill and attitudes appropriate for job entry, or shall have planned a further career training program based up empirical knowledges that will lead to existing job entry.

Funded

Total funding $168,000 for 3 years.

Procedures - Implementation Used

1. A research of other career programs in the U.S.A.
    a. Multiple ideas were gathered from projects and commercial publications for resource material.
    b. Ideas and activities were assembled into a preliminary resource guide for teacher training.
    c. NOTE: Teacher training - not counselors. Pupils seem to trust teachers more than counselors when it comes to career counseling.

2. In-service training of teachers

   a. 35 local teachers were trained for at least 5 days each year in career education and career guidance methodology. (2,500 pupils involved)

   b. 60-70 teachers in other counties were given in-service for 1-3 days. (over 5,000 pupils involved)

   c. Multiple consultants from other successful projects and industry were employed.

3. Developed a resource guide for teacher use.

   a. Preliminary guide was field tested and revised each year by all teachers.

   b. Teachers were funded for visits to other schools having exemplary programs.

   c. The final guide represents 4 years of effort by a large number of users.

4. Model (mini) career centers were provided in each teacher's classroom.

   a. Micro-film readers and V.I.E.W. materials.

   b. Assessment instruments.

   c. Texts, career materials, work sheets.

   d. A/V catalog of films, strips, loops, simulations and references from county library.

   e. Posters and colorful displays.

5. Facilitated career information.

   a. World wide resources were contacted for pamphlets, etc., to share.

   b. Cardboard files provided.

   c. Address lists edited and shared.

   d. Resource persons - (local) were contacted and committed for service as speakers or for visits.

e. Visitations to business and industry coordinated.

6. Multiple self-assessments.

   a. Interest inventories, appropriate to grade level, were provided. What I like to do, Job-O, SAAS, KUNDER, COPS, OVIS)

   b. Many self-initiating inventories developed and shared.

7. Economic Awareness encouraged.

   a. About ½ the elementary teachers tried a variety of "The Micro-Society".

   b. Secondary teachers generally merged the study of money, investments, the effects of depression-inflation, balancing a check book, taxes, etc., into their career programs.

8. Decision-making.

   The resource guide, and varied other methods, were tried depending upon the teachers' expertise.

9. Planning.

   a. Educational planning received considerable emphasis. Many work sheets were developed on course planning, college selection, trade school selection, etc.

   b. Career planning permeates the whole program. Constant emphasis placed on the career goal and how to get there. Multiple career explorations and resource materials and resource persons used.

The greatest positive change appeared in those classrooms where the teacher merged subject matter and careers. Example: The English teacher uses career words in spelling lists, vocabulary drills, etc. Employees were interviewed. Job applications were made and corrected. Newspapers were researched for job openings and trends. Biographical studies were made. Ad-

vertisements were written, comparison shopping via newspapers and catalogs was done.

Pre-test - Sequence of Components (Partial listing)

Career Awareness

Work around the home

Career bingo

Seek and find careers

Self Awareness

Identity counseling

Things I do well

Self analysis - factoring

Economic Awareness

Rights and responsibilities

Micro-society

Simulated money

System of banking

System of spending

Business

Government

Entrepreneus

Companies

Teacher - N.E.W.

Decision-making - Processes

Fate cards

----------→ ←---------- See Grade 7 Model

Educational Planning

High school program planning

Career Planning

What I want from a job

Results of the Project

Among Schools

10 of 11 local schools are continuing on their own.

15 schools in other counties of northern California have launched a program based on our efforts.

200 schools throughout California have requested our Guide and our recommendations.

20-25 schools outside of California have requested information.

Among Pupils

40% more pupils are aware of the world of work.

45% more pupils can define themselves.

60% more pupils know where to find realistic career information.

65% more pupils know their own values, interests, and aptitudes.

40% more pupils are selecting courses and careers based upon tests and research results.

40% more pupils like school.

30% more pupils plan on training and/or education beyond high school.

Overall grades show a 10-15% improvement.

Career education can be introduced successfully by using a career guidance approach in the classroom.

"CAREER EDUCATION" JUNIOR HIGH SCHOOL STYLE

"MINI COURSE" FOR EIGHTH GRADE

Dr. Stanley "A" Leavitt,
Project Director
Alpine School District
50 North Center
American Fork, Utah 84003

FOREWORD

The Alpine School District is presently administering a career education program to give some positive experiences to the students in exploring various careers.

Seventh grade students complete a semester course entitled "Career Education." Students analyze themselves and begin to explore their abilities and desires in relation to life's work. Eighth and ninth grade students take a three week Career Education Mini Course which reviews some of the seventh grade curriculum and encourages these students to do additional thinking and searching in the area of careers. Career teachers of eighth and ninth grade students will give emphasis to jobs related to the course material in all subject areas.

NOTE: Complete course on file with Dr. Lonnie D. Timmerman, Drake University, Des Moines, Iowa 50311

PITT COUNTY MIDDLE GRADES EXPLORATORY PROJECT

Rachel Welborn
Bethel Elementary School
Route 1, Box C-50
Bethel, North Carolina 27812

Name of Presentation: PITT COUNTY MIDDLE GRADES EXPLORATORY PROJECT

The Career Exploration program at Bethel Middle School began in the spring of 1969 as one of twenty-one pilot programs in North Carolina. My co-workers and I, armed with a set of guidelines, supplies, and equipment, started conducting 7th and 8th grade classes in an all black school.

We equipped six mobile workcarts and went directly into the academic classroom for our "hands-on" exploration activities. Our instruction was limited, due to classroom space and the number of students in the class, usually about 35. There were too many schedule changes and some teachers resented taking academic classroom time for "vocational education". The exploration staff was frustrated because we did not have time for joint planning with the classroom teacher.

To say the least, we were not too happy with our results at the close of that school year. The next year, the middle school students moved into a consolidated, integrated situation housed in what had formerly been a high school building. Our staff was delighted. We now occupied our own building--a discarded agriculture building. Equipment was moved from abandoned home economics labs and vocational shops.

Now the students could come to us in a space large enough to accomodate them. The class schedules were changed and instead of

the students going to study hall, they came to the occupational classes. They were not taken out of the academic classroom. We divided a homeroom grouping of students in half so my co-worker would have one half and I would take the other half. Now instead of 35 students, we would each have 17. The classroom teacher had a planning period when the students came to us. The occupational staff used their planning periods to plan with the classroom teachers, in order for more effective career exploration and academic correlation. We also used this time for our own planning and organization. We thought we had it made and we could finally get something started.

But, we did not anticipate any adverse community reaction. Before the school year began, the principal of our new consolidated school called us in with our supervisor, to inform us that a certain group of community parents had doubts about the wisdom of placing their college prep students in the occupational classes. Should not the program be only for the lower achieving student? With that we knew we had a selling job to do. We believed in what we were trying to do.

We began with all the 7th and 8th graders in our classes. We explored occupations on all entry levels, invited the community to visit the classes, ran feature articles and pictures in the local newspaper, conducted an open house on a Saturday morning with 100 students working "on the job" in areas we were exploring. We explained the correlation between our "world of work" and the classroom work.

Perseverance paid off. Our parents, classroom teachers and community leaders are now the backbone of our program. So many of the private school students have returned to the public school because "we do not want our children to miss taking the exploration course."

We had won the community support but we could not and did not rest on our laurels. We are still looking for new and better ways to improve our program. Our county administrators see career exploration as an integral part of the middle grades curriculum and are automatically including occupational space in the new middle school buildings.

At the present time, we are serving all 7th and 8th graders in the following manner:

1. We have two occupational teachers on the staff with two labs and a guidance counselor who works closely with us.

2. The students are scheduled to attend the occupational labs four days a week. The fifth day they are engaged in either art or music classes. The classroom teachers have a planning period at this time. It also gives the teacher an opportunity to attend the exploration classes to enhance the classroom correlation.

3. The two exploration teachers divide a homeroom grouping into halves. One half will go to Lab A with one exploration teacher for six weeks and the other half will be in Lab B with the other exploration teacher for six weeks. During this time certain occupational clusters will be explored in each lab. At the end of the six weeks period, the students change labs and the exploration is repeated.

At the end of each twelve weeks segment, every sign and every piece of equipment is removed and new exploration areas are set up for another twelve weeks segment. Each exploration teacher will see each student for three six weeks periods a year.

4. A rotational method of management is used to enable small group activities and a reduction in the amount of equipment needed. Size of rotational groups and the numbers of work areas are determined by the size of the class the resources available.

5. Exploration areas to be explored are set up as close to actual job settings as possible to give the student "on the job" experience. Before the students begin their work, the instructor demonstrates each task to be explored. This is done to orient the student to the plan and procedure to be followed for performing the job task. Job facts such as entry levels, training required related occupations are brought out at this time.

6. Each student in the class has a file folder in which they keep all their occupational lab information which includes a guide sheet for the activities they will be exploring.

7. Grades are not given but the teacher and the student evaluates his folder of work and the folder is sent home for the parent to examine and sign.

8. Field trips, guest speakers, video tapes, film loops, film strips, film and printed materials are used to enrich lab experiences.

IOWA CAREER EXPLORATION INSTITUTE

Educational Personnel Serving: Jr. High Schools, Middle Schools

Fall, 1976
October 26, 27, 28

College of Continuing Education, Drake University, Des Moines, Iowa

Department of Public Instruction, State of Iowa

Education Center, Springbrook State Park, Guthrie Center, Iowa

October 26, Tuesday

Registration - 11:00 a.m. 1:00 p.m.

Opening Meeting 1:00 p.m.

1:00 - 1:20 - Welcome
Dr. Bailey, Dr. Cox and Dr. Schwartz

1:20 - 2:00 - Overview of the Institute

2:00 - 3:00 - EXPLORATION AS A PART OF CAREER EDUCATION

Mr. Berryhill - OVERVIEW OF CAREER EDUCATION
Dr. Morley - EXPLORATION PHASE

3:00 - 3:15 - Break

3:15 - 4:15 - Concurrent Sessions A

4:15 - 4:30 - Break

4:30 - 5:30 - Concurrent Sessions A

INTER-DISCIPLINARY CAREER PROGRAM
Ms. Betty Neuwirth, Counselor, Career Education
Chairperson
Hosterman Junior High School
5530 Zealand Avenue North
Minneapolis, Minnesota 55428

MODEL CAREER GUIDANCE CENTERS PROJECT
Mr. Clayton L. Gregersen, Project Director
Tehama County Department of Education
P. O. Box 810
Red Bluffs, California 96080

5:30 - 6:30 - DINNER

October 26, Tuesday (cont.)

6:30 - 7:30 - Concurrent Sessions B

7:30 - 7:45 - Break

7:45 - 8:45 Concurrent Sessions B

CAREER EDUCATION PROJECT
Mrs. Merle Harris, Career Education Specialist
Bloomfield Middle School
390 Park Avenue
Bloomfield, Connecticut 06002

PITT COUNTY MIDDLE GRADES EXPLORATORY PROJECT
Ms. Rachel Welborn
Pitt County Schools Office
P.O. Box 776
Greenville, North Carolina 27834

9:00 - Social

October 27, Wednesday

8:00 - 9:00 Concurrent Sessions C

9:00 - 9:15 Break

9:15 -10:15 Concurrent Sessions C

CAREER EDUCATION PROJECT
Dr. Stanley A. Leavitt, Junior High Supervisor
Alpine School District
50 North Center
American Fork, Utah 84003

ACADEMIC AND WORLD OF WORK GAP-BRIDGING THROUGH CAREER EDUCATION
Mr. Tom DeSpain, Career Education Coordinator
Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

10:15- 10:30 Break

10:30 -12:00 General Session
Phillips 66 Style
Seminar Activity

October 27, Wednesday (cont.)

12:00 - 1:00 Lunch

1:00 - 2:00 Concurrent Sessions D

2:00 - 2:15 Break

2:15 - 3:15 Concurrent Sessions D

EXPLORATORY CAREER GUIDANCE VALUES AND ATTITUDES
Jean Courtney
Woodside Junior High School
5810 N.E. 14th Street
Des Moines, Iowa 50313

FIELD TRIPS AND EXTENDED COMMUNITY EXPLORATION
Jim Budenhagen
Alta Junior High School
Alta, Iowa 51002

3:30 - Methods and Techniques -
Jack Lindeman, Staff

October 28, Thursday

8:00 - 9:00 Concurrent Sessions E

9:00 - 9:15 Break

9:15 -10:15 Concurrent Sessions E

INTEGRATED EXPERIENCES AND SPECIAL NEEDS POPULATION
Paul Poehlien
Hoyt Middle School
2700 East 42nd Street
Des Moines, Iowa 50317

EXPLORATION CENTER

Warren Kyer
Bondurant Farrar Junior High
Bondurant, Iowa 50035

10:15 Break

10:30 -11:00 Exploration Beyond Middle School - Dr. Morley

11:00- 12:00 Planning for Future Activity - Dr. Timmerman

12:00 Dismissal

IOWA CAREER EXPLORATION INSTITUTE

Educational Personnel Serving: Jr. High Schools Middle Schools

What?
Iowa Career Exploration Institute

Where?
At the education center Springbrook State Park, Guthrie Center, Iowa

When?
October 26, 27, 28 — December 7
March 22 — April 26

Who?
Fifteen four member teams will be selected to take part

What Procedure Will Be Used?
First three days (Oct. 26, 27, 28) will consist of reviewing programs and techniques. Contractual agreements will be made for proposed local implementation. The remaining three days will be intermittant to allow for planning and sharing.

Who Will Be Presentors?
Iowa as well as other states will be represented in order to achieve national perspectiveness.

Who Should Be On A Participating Team?
Four people representing the local education agency:

1. Superintendent or Curriculum Director
2. Middle School Principal
3. Guidance Director
4. Teacher

Will University Credit Be Awarded?
Drake University offers three semester hours, (either graduate or undergraduate).

What Will It Cost?
Participants may elect to take part for non-credit or $75.00 for three semester hours. The decision to earn credit must be made at enrollment time.

Will Stipends Be Awarded?
Yes, $25.00 per day — six days per participant.

Application for the Iowa Career Exploration Institute

School District _____ Address _____ (zip)

Building _____ Phone (area) _____

Team: Name Position

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

Career education background: _____

_____

_____

Facilities required:

Dormitory space needed: ($3.00 per night)

_____ October 26

_____ October 27

Meals requested:

_____ **October 26, Dinner**
Hamburger Steak or Roast, etc.; Potatoes; Vegetable — Salad — Rolls; Coffee, Tea, or Milk $2.75

_____ **October 27, Breakfast**
Juice or Fruit; French Toast or Pancakes; Bacon or Sausage; Coffee, Tea, or Milk $1.75

_____ **Lunch**
Sandwiches (Hot or Cold); French Fries or Potato Chips; or Vegetable or Salad or Soups; Coffee, Tea or Milk $1.75

_____ **Dinner**
Meat Dishes (Spaghetti, etc.); Salad — Bread & Butter; Dessert; Coffee, Tea or Milk $2.25

_____ **October 28, Breakfast**
Juice or Fruit; Eggs — Ham; Toast or Rolls; Coffee, Tea, or Milk $2.00

Must be post marked by September 17, 1976.

IOWA CAREER EXPLORATION INSTITUTE
DEPARTMENT OF PUBLIC INSTRUCTION
AND
DRAKE UNIVERSITY
OUTLINE FOR PLANNING

Please Print

Name of Iowa Career Exploration Institute Team: _____

Name and Title of Participants 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name of School District: _____

Name of Contact Person: _____

His or Her Title: _____

His or Her Complete Address
(School, not Home Address) _____

_____

_____

City,State & Zip Code: _____

Phone Number: Area Code: _____ Number _____

Questions 1-4 refer to the district as a whole, not just the area or segment in which the Career Education Project will operate.

1. What is the approximate total adult and child population of the school district? _____

   If unknown, estimate the range, (Circle)

   Less than 2,500
   2,500 - 9,999
   10.000 - 24,999
   25,000 - 99,999
   100,000 - 499,999
   500,000 - 999,999
   Over 1,000,000

2. What type of area does the district serve? (Circle one)

   Rural Suburban
   Small Town Urban

3. Approximately what percentage of the students in the district represent the following groups?: (These percentages should total 100%).

___% American Indian

___% Black

___% Mexican American

___% Oriental

___% Puerto Rican

___% Spanish Surname

___% White

___% Other

___% Total (If not 100%, revise).

4. Approximately what percentage of the students in the district are from families whose total annual income falls in the following ranges?: (These percentages should total 100%).

___% Under $ 5,000

___% $ 5,000 - 9,000

___% 10,000 - 14,000

___% 15,000 - 19,999

___% 20,000 or more

___% Total (If not 100%, revise).

5. Write about the approach to be used by the career education project. You should include information such as:

   a. Basic strategy (example: project staff teaches in classrooms, teachers are trained to adapt and use curriculum materials, or, career education is taught only in guidance centers.)
   b. Project Goals (example: to have all junior high school pre-vocational teachers trained in and teaching career education.)
   c. First step in pursuing goals. (What's the problem?)
   d. Relationship between career education and vocational education
   e. Methods used in career education (example: in classrooms through hands-on experiences, outside school through job experiences, etc.)
   f. Target grade levels
   g. Target student populations (example: the handicapped, the gifted, vocational education students, potential dropouts)
   h. Identify component parts of career education (supervision, in-services, resource materials, equipment and aids, community involvement, etc.), and relate the kind of local, state or federal financial support required.
   i. Develop a budget plan which specifies and summarizes the cost of career education in the local budget
   j. Review/discuss race and sex stereotyping of careers in instructional materials. Recommend ways to alleviate this concern. Develop guidelines for eliminating sex and race stereotyping in career education materials
   k. Request from the State Department of Public Instruction copies of brochures, pamphlets, publications and the like, which may be utilized as career information resources by school personnel or students. Organize materials into a resource file for career education
   l. Develop objectives in the affective domain that help students develop positive work values, the ability to work with others and the like

6. Write a description of the project staff. Include such information as:

   a. Number of staff
   b. Full-time or part-time on the project
   c. Positions or titles
   d. Main activities (examples: the middle school coordinator spends 80% of his time working in the classroom with teachers and 20% conducting group training for teachers, librarians, and guidance counselors.)

e. Proportion of schools in the district served by the project (example: project staff work with all three of the junior high schools in the north area of the district).
f. Input from business, labor, industry, education and government (organize productive advisory groups for planning and implementing the exploration programs in career education personnel development, i.e., councils or committees or the like which are comprised of members representing educators, students, parents, labor leaders, workers in professions and community organizations, business, and/or industry personnel.)
g. Designate an individual to coordinate career education efforts and activities throughout the system. This person may be a principal, classroom teacher, guidance counselor or a person from central office staff.
h. Identify responsibilities of the coordinator of career education

7. Describe the school staff which will be actively involved in career education. Include such information as:

   a. Who carries out career education instruction (example: classroom teachers, project staff working in classrooms, or, guidance counselors working in special centers.)
   b. Number actually participating (example: all the junior high staff, and how they will be involved.)

8. Write about training in the district. Include such information as:

   a. Where training will take place (example: in schools, at universities.)
   b. Who should conduct training (strategies for meeting needs)
   c. who should receive training (education and involve the total community through communication models, and media about career education activites)
   d. Portion in district who should receive training
   e. Primary purpose (example: to train teachers to adapt and/or develop curriculum materials, or, to orient teachers to career guidance techniques.)
   f. Kind of training materials to be used

9. Write about the use of community resources in your project. Include such information as:

   a. Efforts made to explore resources
   b. Most useful resources in the district
   c. Who should arrange for use of resources
   d. Frequency of use desired

Things To Do	By This Date
k. Conduct self-awareness program for faculty members.....	_____
l. Establish curriculum level career development objectives for each phase of career development.....	_____
m. Coordinate objectives between instructional levels (articulation).....	_____
n. Have curriculum objectives reviewed by parents, students, community representatives and representatives from selected educational and related disciplines.....	_____
o. Revise objectives to include reactions of reviewers.....	_____
p. Establish at which grade level each objective will be taught within each instructional level based on student interests and needs.....	_____
q. Assign objectives to subject matter areas.....	_____
r. Analyze and revise course descriptions, course objectives, teaching units, and instructional materials to include the curriculum level career education objectives.....	_____
s. Write instructional objectives for each career development curriculum objective.....	_____
t. Develop classroom learning activities for each instructional objective.....	_____
u. Identify evaluative criteria and methods of evaluating student outcomes relative to the instructional objectives.....	_____
v. Test and revise learning activities.....	_____
w. Develop measures to evaluate the impact of the concept on the curriculum, the teacher, and the student.....	_____

10. Describe the curricoulum guides and student materials that will be used in the district. Include such information as:

    a. What percent are locally developed and by whom
    b. Are materials intended for use by teachers or by students
    c. At what grade levels
    d. Are these materials in print, audio-visual form, or other
    e. Commercial products

11. Prepare a timetable for integrating the career development concept into the school curriculum

Things To Do	By This Date
a. Review literature on career education.....	_____
b. Visit school systems implementing the career development concept in their curricula.....	_____
c. Appoint a task force to develop a tentative definition of career education for the school.....	_____
d. Develop a tentative definition of career education for school.....	_____
e. Develop a tentative model conceptualizing the integration of the definition into the school structure.....	_____
f. Initiate faculty in-service programs on career education.....	_____
g. Develop final definition of career education.....	_____
h. Revise tentative model to include revisions in the final definition.....	_____
i. Make definition and model available to parents, students and community representatives for their critique.....	_____
j. Identify appropriate resource personnel and schedule them to speak to faculty as a part of in-service program on career education.....	_____

12. Explain how you expect to evaluate your program. Include such information as:

    a. Identification of objectives to be attained over a prescribed period of time
    b. Criteria to be used in making the evaluation
    c. Measurement descriptions that provide a qualitative and/or quantitative determination of how will the criterion have been met
    d. Standards to determine whether the objectives to be attained are realistic and sound
    e. Include as many subject-matter related or co-curricular activity as possible with special emphasis to:
        1. Gifted and talented
        2. Mentally retarded
        3. Physically handicapped
        4. Emotionally disturbed
        5. Culturally deprived

This is to certify that

_____

has successfully completed the

Iowa Career Exploration Institute

sponsored by

THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION

held at

DRAKE UNIVERSITY

1976 - 77

Director

Iowa Carrer Exploration Institute

Participant Evaluation

Name Glen Lohman

School Estherville Middle School

1. How do you feel about the Institute? (Circle one)

Excellent Good Mediocre Poor

2. What were the most valuable points of the Institute?

a. Exposure to the many career education projects already in use.
b. The three day institute early in the fall would set the attitude and the pace for the school year.
c. Sharing of ideas with other participants.

3. What were the weaknesses of the Institute?

There were no weaknesses.

4. How would you suggest improving the Institute?

I thought it was an excellent institute.

5. What plans would you suggest for the future of the Institute?

Having another meeting, mid-year in the 19 7-78 school year, to evaluate our programs. This could be a sharing of experiences and problems meeting and also could include a period for questions and answers.

Iowa Carrer Exploration Institute

Participant Evaluation

Name HOWARD VORLAND

School NORTHWOOD-KENSE

1. How do you feel about the Institute? (Circle one)

(Excellent) Good Mediocre Poor

2. What were the most valuable points of the Institute?

The variety of presentations made at the first/three-day meeting w outstanding, and were undoubtedly a sample of the best in the nati

The follow-up sessions that gave us assistance in evaluating our c programs; and to gain many valuable ideas from other teams that can used in writing and refining our own programs.

3. What were the weaknesses of the Institute?

The meeting at Eddie Websters' with the educational displays could have been enlarged to include more.

4. How would you suggest improving the Institute?

This format could of course be repeated for those who for some rea found it impossible to attend.

I would like to see smaller area meetings at AEA locations to assi schools that may have "bogged down"....not that schools have faile but that so much remains to be done.

This was a tremendous experience for me and I would like more info in the future about future workshops.

5. What plans would you suggest for the future of the Institute?